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ABSTRACT

Written to provide the adult basic education teacher with practical low level reading materials based on the Adult Performance Level (APL) goals and objectives, these modules on consumer economics and community resources have the following goals for students: (1) To manage a family economy and to demonstrate an awareness of sound purchasing principles and (2) to understand that community resources, including transporation systems, are utilized by individuals in society in order to obtain a satisfactory mode of living. Both modules begin with a list of performance objectives for the goal. Then each objective is broken down into several tasks (enabling objectives) with directions for student activities and exercises that are correlated with a specific reading skill. A cross reference list of tasks and reading skills and a list of resource materials are provided for each module. Learning activities include diagrams, illustrated reading materials, written exercises, and projects on a zero to fifth grade reading level. (HD)

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Bulletin 1976, No. 18

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LEARNING INFORMATION FOR EFFECTIVE LIVING
READING MODULES
BASED ON
ADULT PERFORMANCE LEVEL STUDIES

CONSUMER ECONOMICS - COMMUNITY RESOURCES

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Bobbie L. Walden
Jo Smith

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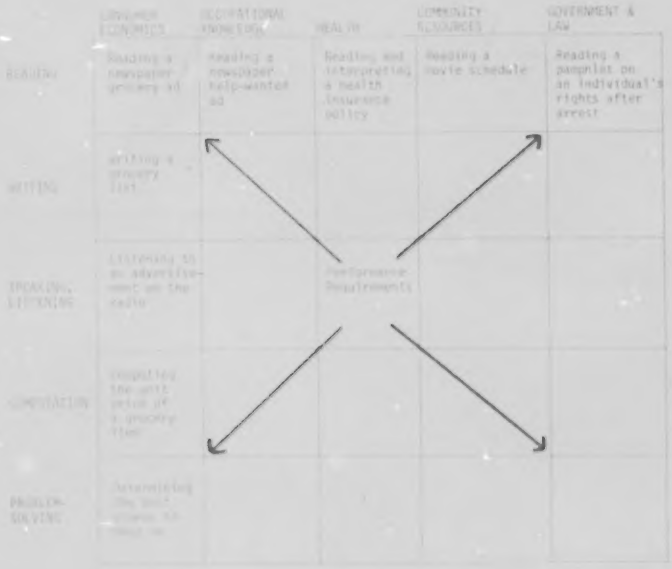
INTRODUCTION

The LIFE adult coping skills reading modules were written to provide the adult basic education teacher with practical and useful low level reading materials. The materials are based on the Adult Performance Level (APL) goals and objectives. They are meant to be used to teach adults how to read by teaching them what they need to know in order to cope in today's world. According to the APL Study, there are large numbers of adults in the United States who function with difficulty. In other words, these adults do not have minimal survival and life coping skills. These reading modules were developed to help alleviate this.

The modules cover the general knowledge areas of consumer economics, health, government and law, community resources, and occupational knowledge and are written at the zero to fifth grade level.

These materials were developed through the Central Alabama Performance Education Project (CAPE) which involved teaching reading to uneducated and undereducated adults in ten Central Alabama counties.

The matrix developed by Dr. Norvell Northcutt illustrates the general knowledge areas and skills that the LIFE modules cover.



ADULT
COMPETENCY
EDUCATION

Consumer Economics Module

AREA OF KNOWLEDGE - CONSUMER ECONOMICS

CONSUMER ECONOMICS MODULES

DESIGNATOR SYSTEM: THOSE PERFORMANCE OBJECTIVES RELATED DIRECTLY TO CONSUMER ECONOMICS ARE DESIGNATED "CE" AND FOLLOWED BY A NUMBER. THE TASKS (ENABLING OBJECTIVES) FOLLOW THE PERFORMANCE OBJECTIVES WITH THE LETTER "T" USED AS THE TASK DESIGNATOR, THEN FOLLOWED BY THE NUMBER FOR THAT SPECIFIC OBJECTIVE. THUS, THE DESIGNATOR CODE "CE-1, T-1" MEANS CONSUMER ECONOMICS PERFORMANCE OBJECTIVE ONE, TASK ONE.

COMPETENCY-BASED ADULT EDUCATION:

GOALS AND OBJECTIVES

CONSUMER ECONOMICS

GOAL: To manage a family economy and to demonstrate an awareness of sound purchasing principles.

OBJECTIVES:

1. To build an oral and written consumer economics vocabulary.

2. To be able to count and convert coins and currency, and to convert weights and measures using measurement tables and mathematical operations.

3. To understand the concepts of sales tax and income tax.

4. To be aware of the basic principles of money management, including knowing the basics of consumer decision-making.

5. To use catalogs, consumer guides and other reference documents to select goods and services.

6. To be aware of factors that affect costs of goods and services and to determine the most economical places to shop.

7. To be aware of the principles of comparison shopping, and to be aware of the relationship of price to quality among brand names, and between "firsts" and "seconds" and to be able to substitute economy for quality according to individual needs.

8. To know the various methods by which goods are packaged and to know which methods are most cost-effective in terms of quality and storage.

9. To be able to take advantage of sales by knowing where to find them, by planning for their eventuality, and by being able to determine which are of worthwhile value to the individual.

10. To be aware of advertising techniques and to recognize appropriate and inappropriate forms of selling and advertising.

11. To know how to order food and to tip in a restaurant.

12. To be aware of different stores where home furnishings can be purchased and to determine the best buys for essential and luxury items based on individual needs and resources.

13. To determine housing needs and to know how to obtain housing and utilities based on those needs.

14. To know how to buy and maintain a car economically.

15. To know basic procedures for the care and upkeep of personal possessions (home, furniture, car, clothing, etc.) and to be able to use resources relating to such care.

16. To know the various media of exchange and to be familiar with banking services in the community.

17. To develop an understanding of credit systems.

18. To collect information concerning the types of insurance available and to be able to select the best insurance for the individual and his family.

19. To know the resources available to the consumer in the face of misleading and/or fraudulent product/service claims or tactics.

20. To understand the implication of consumption vis-a-vis finite world resources and to recognize that each individual's pattern of consumption influences the general welfare.

CROSS REFERENCE OF READING SKILLS

VOCABULARY DEVELOPMENT

CE-1, T-1 (a)
CE-1, T-1 (b)
CE-1, T-1 (c)
CE-1, T-1 (d)
CE-1, T-1 (e)
CE-1, T-1 (f)
CE-2, T-1
CE-2, T-2 (a)
CE-2, T-2 (b)
CE-3, T-1
CE-4, T-1 & T-2
CE-6, T-2
CE-7, T-1 (a)
CE-7, T-1 (b)
CE-7, T-6 (a)
CE-7, T-6 (b)
CE-8, T-1
CE-8, T-5
CE-9, T-3
CE-10, T-1
CE-11, T-1 (a)
CE-12, T-3
CE-13, T-2
CE-15, T-2 (b)
CE-15, T-2 (c)
CE-15, T-2 (d)
CE-16, T-1
CE-16, T-8 (a)
CE-17, T-1
CE-18, T-1 (a)
CE-18, T-1 (b)
CE-18, T-1 Part I
CE-18, T-1 Part II
CE-18, T-1 Part III
CE-18, T-1 Part IV
CE-18, T-1 Part V
CE-18, T-1 Part VI
CE-18, T-1 Part VII
CE-18, T-1 Part VIII
CE-19, T-2

COMPREHENSION

CE-2, T-1
CE-2, T-2 (a)
CE-2, T-2 (b)
CE-4, T-1 & T-2
CE-6, T-2
CE-7, T-1 (a)
CE-7, T-1 (b)
CE-7, T-6 (a)
CE-7, T-6 (b)
CE-9, T-3
CE-11, T-1 (a)
CE-11, T-1 (b)
CE-12, T-3
CE-15, T-2 (a)
CE-15, T-2 (b)
CE-15, T-2 (c)
CE-16, T-1
CE-16, T-8 (b)
CE-17, T-1
CE-18, T-1 Part I
CE-18, T-1 Part II
CE-18, T-1 Part III
CE-18, T-1 Part IV
CE-18, T-1 Part V
CE-18, T-1 Part VI
CE-18, T-1 Part VII
CE-18, T-1 Part VIII

WRITING

CE-8, T-1
CE-8, T-5
CE-15, T-2 (d)
CE-18, T-1 Part I
CE-18, T-1 Part II
CE-18, T-1 Part III
CE-18, T-1 Part IV
CE-18, T-1 Part V
CE-18, T-1 Part VI
CE-18, T-1 Part VII
CE-18, T-1 Part VIII

AREA OF KNOWLEDGE - CONSUMER ECONOMICS

READING SKILLS: VOCABULARY DEVELOPMENT

DESIGNATOR: CE-1, T-1 (a)

PERFORMANCE OBJECTIVE: TO BUILD AN ORAL AND WRITTEN CONSUMER ECONOMICS VOCABULARY.

ENABLING OBJECTIVE: TO LEARN CONSUMER-RELATED TERMS.

DIRECTIONS:

1. THE LEARNER WILL MATCH THE CARDS TO THE NAMES OF STORES FROM THE NEWSPAPER. TEACHER SHOULD ADD OTHER STORE NAMES FROM HIS/HER LOCALE.

WORDS (FOR WORD CARDS)

BRUNO'S	WESTERN
WINN DIXIE	GOODYEAR

AREA OF KNOWLEDGE - CONSUMER ECONOMICS

READING SKILLS: VOCABULARY DEVELOPMENT

DESIGNATOR: CE-1, T-1 (b)

PERFORMANCE OBJECTIVE: TO BUILD AN ORAL AND WRITTEN CONSUMER ECONOMICS VOCABULARY

ENABLING OBJECTIVE: TO ASSOCIATE COMMONLY USED WORDS AND SIGNS WITH PICTURES OR DIAGRAMS THAT DESCRIBE VARIOUS AREAS OF CONSUMER ECONOMICS. SUGGESTED AREAS: REAL ESTATE (RENT), PACKAGED LABELS (FOOD, CLOTHING, FABRIC, APPLIANCES), STORE ADS, A-I-E MARKERS, UTILITIES, FINANCIAL AND HOUSEHOLD.

DIRECTIONS:

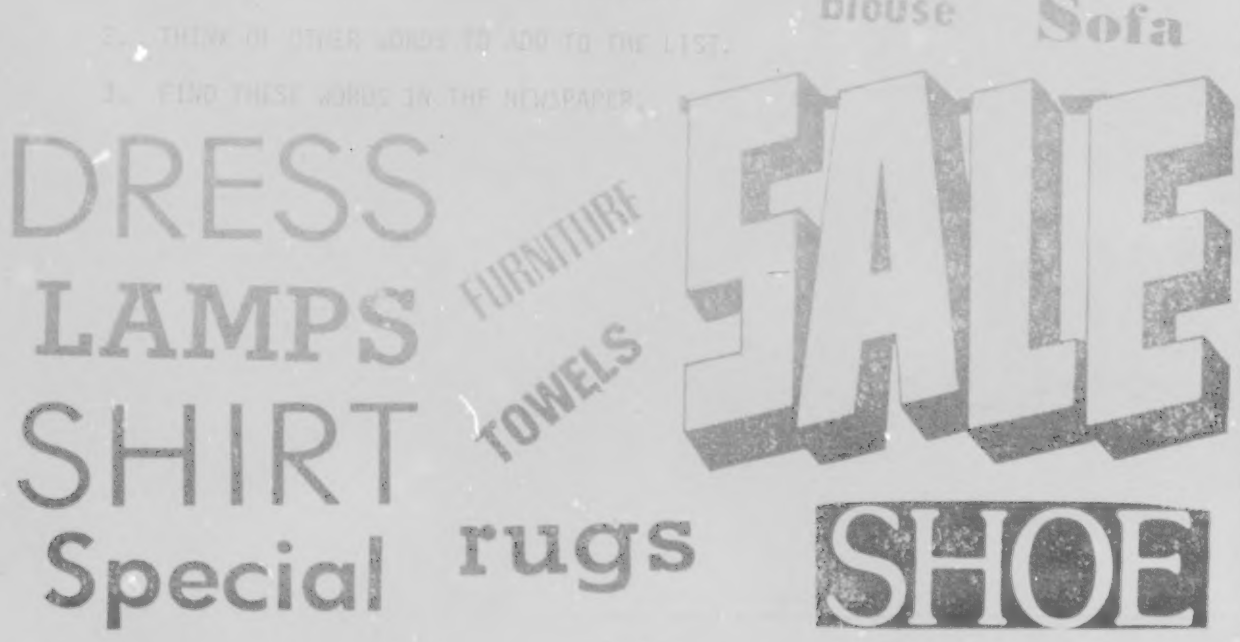
1. LEARNER WITH PROFICIENCY OF SIGHT WORDS AND RELATE THEM TO OBJECTS.

WORDS LEARNED IN A DEPARTMENT STORE

TAG	BLOUSE	RUGS
DRESS	SHIRT	SOFA
TOWELS	SHOE	LAMPS
FURNITURE	SPECIAL	

2. THINK OF OTHER WORDS TO ADD TO THE LIST.

3. FIND THESE WORDS IN THE NEWSPAPER.



AREA OF KNOWLEDGE - CONSUMER ECONOMICS

READING SKILLS: VOCABULARY DEVELOPMENT

DESIGNATOR: CE-1, T-1 (c)

PERFORMANCE OBJECTIVE: TO BUILD AN ORAL AND WRITTEN CONSUMER ECONOMICS VOCABULARY.

ENABLING OBJECTIVE: TO ASSOCIATE COMMONLY USED WORDS AND SIGNS WITH PICTURES OR DIAGRAMS THAT DESCRIBE VARIOUS AREAS OF CONSUMER ECONOMICS. SUGGESTED AREAS: REAL ESTATE (RENT), PACKAGED LABELS (FOOD, CLOTHING, FABRIC, APPLIANCES), STORE NAMES, AISLE MARKERS, UTILITIES, FINANCIAL AND HOUSEHOLD.

DIRECTIONS:

1. READ THE CARDS WHICH LIST THE NAMES OF EACH STORE.

WORDS (FOR WORD CARDS)

WESTERN AUTO	PIGGLY WIGGLY
WINN DIXIE	FIRESTONE

2. LOCATE WORDS IN THE NEWSPAPER.
3. LEARNER WILL ADD OTHER STORES TO THE LIST.

AREA OF KNOWLEDGE - CONSUMER ECONOMICS

READING SKILLS: VOCABULARY DEVELOPMENT

DESIGNATOR: CE-1, T-T (d)

PERFORMANCE OBJECTIVE: TO BUILD AN ORAL AND WRITTEN CONSUMER ECONOMICS VOCABULARY.

ENABLING OBJECTIVE: TO ASSOCIATE COMMONLY USED WORDS AND SIGNS WITH PICTURES OR DIAGRAMS THAT DESCRIBE VARIOUS AREAS OF CONSUMER ECONOMICS. SUGGESTED AREAS: REAL ESTATE (RENT), PACKAGED LABELS, (FOOD, CLOTHING, FABRIC, APPLIANCES), STORE NAMES, AISLE MARKERS, UTILITIES, FINANCIAL AND HOUSEHOLD.

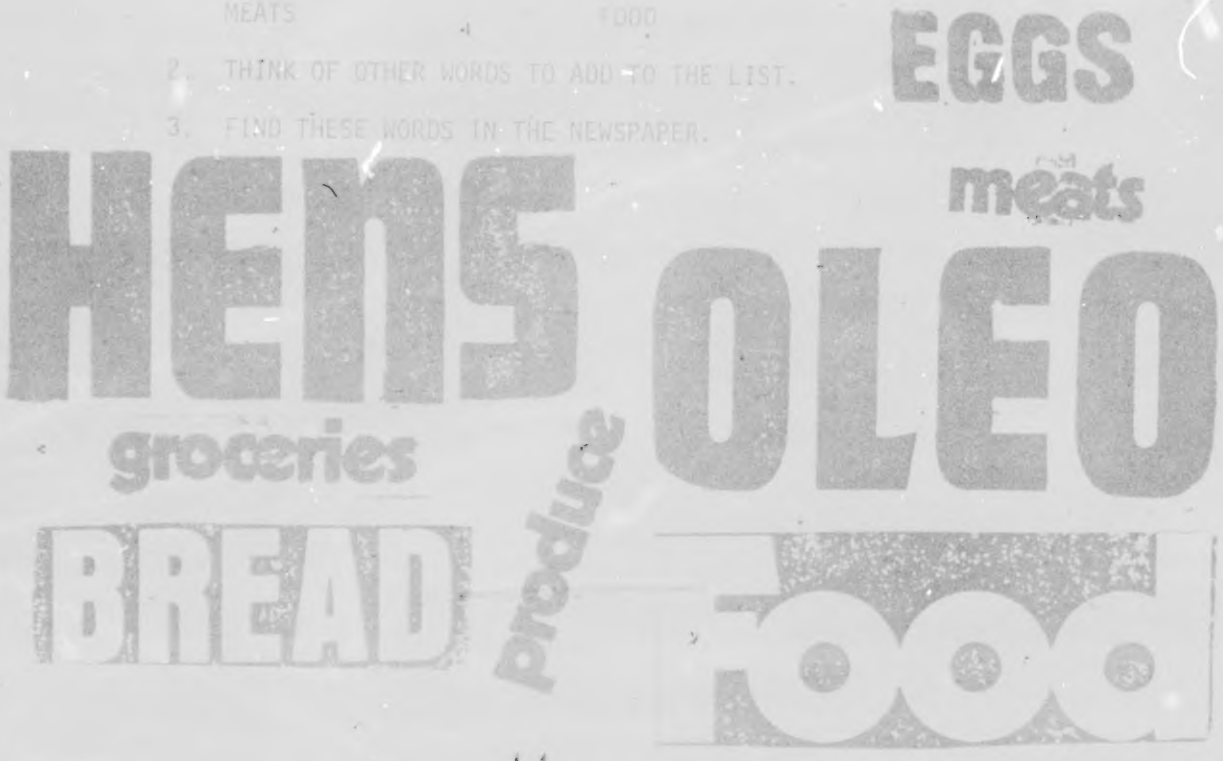
DIRECTIONS:

1. LEARNER WILL LEARN TO PRONOUNCE THESE WORDS AND RELATE THEM TO OBJECTS.

WORDS I SEE AT THE GROCERY STORE

BREAD	EGGS	HENS
OLEO	PRODUCE	GROCERIES
MEATS	FOOD	

2. THINK OF OTHER WORDS TO ADD TO THE LIST.
3. FIND THESE WORDS IN THE NEWSPAPER.



AREA OF KNOWLEDGE - CONSUMER ECONOMICS

READING SKILLS: VOCABULARY DEVELOPMENT

DESIGNATOR: CE-1, T-1 (e)

PERFORMANCE OBJECTIVE: TO BUILD AN ORAL AND WRITTEN CONSUMER ECONOMICS VOCABULARY.

ENABLING OBJECTIVE: TO ASSOCIATE COMMONLY USED WORDS AND SIGNS WITH PICTURES OR DIAGRAMS THAT DESCRIBE VARIOUS AREAS OF CONSUMER ECONOMICS. SUGGESTED AREAS: REAL ESTATE (RENT), PACKAGED LABELS, (FOOD, CLOTHING, FABRIC, APPLIANCES STORE NAMES, AISLE MARKERS, UTILITIES, FINANCIAL AND HOUSEHOLD.

DIRECTIONS:

1. LEARN WORDS DESCRIBING VARIOUS TYPES OF STORES.
2. LEARNER WILL NAME EACH CATEGORY IF SUCH EXIST.
3. WRITE THE NAMES OF THE STORES UNDER THE PROPER CATEGORY AND LEARN TO READ THEM.

FURNITURE STORE	CHAIN STORE.
GROCERY STORE	DEPARTMENT STORE
DRUG STORE	DISCOUNT STORE

4. LOCATE THESE STORES IN THE TELEPHONE BOOK.

AREA OF KNOWLEDGE - CONSUMER ECONOMICS

READING SKILLS: VOCABULARY DEVELOPMENT

DESIGNATOR: CE-1, T-1 (f)

PERFORMANCE OBJECTIVE: TO BUILD AN ORAL AND WRITTEN CONSUMER ECONOMICS VOCABULARY.

ENABLING OBJECTIVE: TO LEARN THE DIFFERENCE BETWEEN CONSUMER GOODS AND SERVICES.

DIRECTIONS:

1. DISCUSS DIFFERENCES BETWEEN CONSUMER GOODS AND SERVICES. GOODS-MERCHANDISE, WARES AND MOVABLE PERSONAL PROPERTY. SERVICES-PROVIDING PEOPLE WITH USE OF SOMETHING NON-TANGIBLE.

2. LEARN THESE WORDS AS EXAMPLES OF GOODS AND SERVICES.

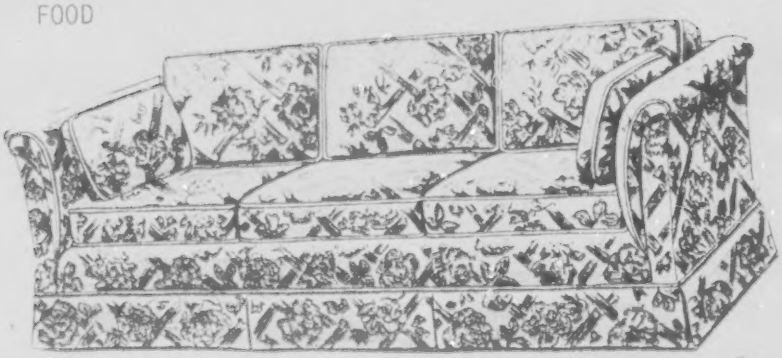
3. ADD OTHER WORDS TO APPROPRIATE GROUP. FIND THESE WORDS IN THE NEWSPAPER AND LEARN THEM.

CE-1, T-1 (f)

GOODS

FOOD

CAR



SOFA

SERVICES

DOCTOR

RECREATION

AREA OF KNOWLEDGE - CONSUMER ECONOMICS

READING SKILLS: VOCABULARY DEVELOPMENT--COMPREHENSION

DESIGNATOR: CE-2, T-1

PERFORMANCE OBJECTIVE: TO BE ABLE TO COUNT AND CONVERT COINS AND CURRENCY, AND TO CONVERT WEIGHTS AND MEASURES USING MEASUREMENT TABLES AND MATHEMATICAL OPERATIONS.

ENABLING OBJECTIVE: USING SAMPLES OF PAPER AND COIN MONIES, COUNT TO VARIOUS LIMITS.

DIRECTIONS:

1. LEARN TO READ THE WORDS AND THE AMOUNT OF MONEY IN THE NEWSPAPER ADS.
2. COUNT OUT THE EXACT MONEY TO BUY EACH ITEM FROM PLAY MONEY.
3. ADD THE CORRECT AMOUNT OF TAX TO EACH ITEM.

16 GALLON PLASTIC
TRASH CAN
WITH TIGHT FITTING LID
OUR REG. $3.66
$1.88

BIG B BRAND PLASTIC
TWIST TYPE ICE TRAYS
OUR REG. 39¢ EA.
3 TRAYS FOR 88¢

ICE MILK ½ GAL **55¢**

BREAD 1½ LB. LOAF **37¢**

COFFEE 1-LB. BAG **95¢**

24-BTL. CASE 10-OZ. RETURNABLES
COLA PLUS DEPOSIT **$1.99**

MILK EVAPORATED 14½-OZ. **27¢**

LAWN RAKE
ONLY **$1.69**
Reg. $2.49
A well built rake at a bargain price. 20 tempered flexible steel teeth (CLR)

AREA OF KNOWLEDGE - CONSUMER ECONOMICS

READING SKILLS: VOCABULARY DEVELOPMENT--COMPREHENSION

DESIGNATOR: CE-2, T-2 (a)

PERFORMANCE OBJECTIVE: TO BE ABLE TO COUNT AND CONVERT COINS AND CURRENCY, AND TO CONVERT WEIGHTS AND MEASURES USING MEASUREMENT TABLES AND MATHEMATICAL OPERATIONS.

ENABLING OBJECTIVE: USING SAMPLES OF PAPER AND COIN MONIES, MAKE CHANGE BY MATHEMATICAL OPERATIONS.

DIRECTIONS:

1. READ THE NAMES OF THE ITEMS IN EACH AD.
2. READ THE AMOUNT (COST).
3. MAKE CHANGE OUT OF ONE DOLLAR FOR EACH OF THESE ITEMS.

BISCUITS 4 8-OZ CANS 59¢

FROZEN WHOLE
Okra
18-Oz. Pkg.
59¢

Crackin' Good
SALTINES
2 88¢
1-LB. PKG.

VANILLA
EXTRACT 2-Oz. Btl 79¢

AREA OF KNOWLEDGE - CONSUMER ECONOMICS

READING SKILLS: VOCABULARY DEVELOPMENT--COMPREHENSION

DESIGNATOR: CE-2, T-2 (b)

PERFORMANCE OBJECTIVE: TO BE ABLE TO COUNT AND CONVERT COINS AND CURRENCY, AND TO CONVERT WEIGHTS AND MEASURES USING MEASUREMENT TABLES AND MATHEMATICAL OPERATIONS.

ENABLING OBJECTIVE: USING SAMPLES OF PAPER AND COIN MONIES, MAKE CHANGE BY MATHEMATICAL OPERATIONS.

DIRECTIONS:

1. YOU HAVE FIVE DOLLARS ($5.00) TO SPEND FOR GROCERIES. SELECT FROM THESE ITEMS AN AMOUNT NOT TO EXCEED $5.00.
2. LEARN THE NAMES OF THESE ITEMS AND THEIR PRICES.
3. PAY FOR THE ITEMS FROM THE $5.00 AND CALCULATE (FIGURE) THE CORRECT CHANGE.

ICE CREAM 1/2 GAL. 75¢	FRESH CRISP GOLDEN CARROTS LB. BAG 25¢
APPLESAUCE 25-OZ. 58¢	IN PLASTIC CLOROX 64-OZ. 44¢
PEANUT BUTTER 2-LB. $1.17	MEAT OR BEEF SLICED BOLOGNA 8-OZ. 65¢
PORK & BEANS 16-OZ. 27¢	LIGHT MEAT CHUNK TUNA 6.5-OZ. 48¢
PURE LARD 4-LB. $1.59	FRESH PORK NECKBONE LB. 59¢
FLOUR 5-LB. BAG 92¢	LEAN-MEATY COUNTRY STYLE PORK BACKBONE LB. $1.19
PLAIN OR IODIZED SALT 26-OZ. 10¢	TENNESSEE STYLE SMOKED SAUSAGE LB. $1.29

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AREA OF KNOWLEDGE - CONSUMER ECONOMICS

READING SKILLS: VOCABULARY DEVELOPMENT

DESIGNATOR: CE-3, T-1

PERFORMANCE OBJECTIVE: TO UNDERSTAND THE CONCEPT OF SALES TAX AND TO COMPUTE PERCENTAGE OF INCOME.

ENABLING OBJECTIVE: USING SAMPLES OF SALES TAGS, READ THE TOTAL COST OF ITEMS BEFORE AND AFTER SALES TAXES HAVE BEEN COMPUTED AND ADDED IN.

DIRECTIONS:

1. DISCUSS WITH THE LEARNER THIS CASH REGISTER RECEIPT FROM THE GROCERY STORE.
2. NOTE THE TOTAL AMOUNT.
3. NOTE THE TAX.
4. DISCUSS THE IMPORTANCE OF SAVING CASH REGISTER RECEIPTS FOR RETURN OF MERCHANDISE.
5. HELP THE LEARNER READ THE AMOUNTS ON THIS CASH REGISTER RECEIPT.
6. LEARN ABBREVIATIONS ON THE RECEIPT.

CE-3, T-1

GR: GROCERY

PR: PRODUCE

MT: MEAT

TX: TAX

TOTAL COST

AREA OF KNOWLEDGE - CONSUMER ECONOMICS

READING SKILLS: VOCABULARY DEVELOPMENT--COMPREHENSION

DESIGNATOR: CE-4, T-1 & T-2

PERFORMANCE OBJECTIVE: TO BE ABLE TO USE A CATALOG TO ORDER GOODS.

ENABLING OBJECTIVE: TO USE A CATALOG TO FIND NEEDED ITEMS WHICH MAY NOT BE AVAILABLE IN LOCAL STORES, NOTING THE ASPECTS OF EACH ITEM WHICH SHOULD BE DETERMINED WHEN ORDERING (e.g., SIZE, WEIGHT, AND COLOR).

DIRECTIONS:

1. USE A CATALOG TO FIND THE FOLLOWING ITEMS. LEARN THE WORDS AND ASSOCIATE THEM WITH THE OBJECTS.

   A. EATING TABLE
   B. DAVENPORT OR SOFA
   C. RADIO
   D. SHOES
   E. BEDSPREAD
   F. TIRES
   G. SHOTGUN
   H. SET OF DISHES
   I. WORK BOOTS
   J. OVERALLS

2. WRITE ALL ITEMS LOCATED IN THE CATALOG. LOOK FOR THE FOLLOWING ABOUT EACH ITEM AS LISTED IN THE CATALOG.

   A. SIZE
   B. WEIGHT
   C. COLOR
   D. MATERIAL AND ITS CARE
   E. NUMBER OF PIECES

3. LOOK FOR OTHER ITEMS OF INTEREST IN THE CATALOG AND FOLLOW THE SAME PROCEDURE.

AREA OF KNOWLEDGE - CONSUMER ECONOMICS

READING SKILLS: VOCABULARY DEVELOPMENT--COMPREHENSION

DESIGNATOR: CE-6, T-2

PERFORMANCE OBJECTIVE: TO BE AWARE OF FACTORS THAT MAKE COSTS HIGHER IN SOME STORES AND TO BE ABLE TO DETERMINE THE MOST ECONOMICAL PLACES TO SHOP.

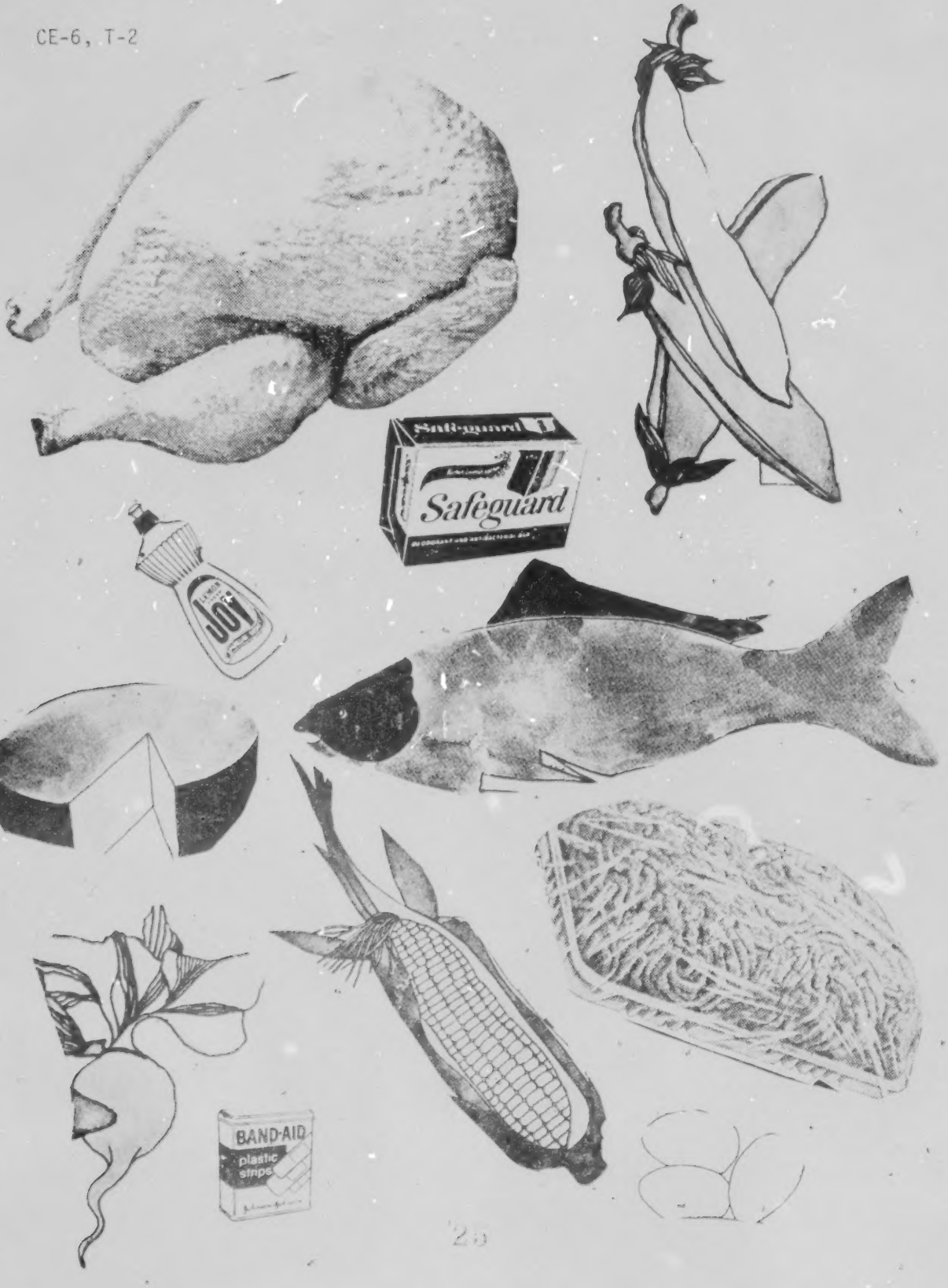
ENABLING OBJECTIVE: TO WRITE SHOPPING LIST FOR FOOD AND HOUSEHOLD NECESSITIES.

DIRECTIONS:

1. DISCUSS THE IMPORTANCE OF MAKING A SHOPPING LIST.
   - A. SAVES MONEY - BUY ONLY THE NEEDED ITEMS.
   - B. QUICKER - CAN ARRANGE LIST ACCORDING TO THE STORE ARRANGEMENT.
   - C. DON'T HAVE TO MAKE EXTRA TRIPS TO GROCERY STORE.
2. TAKE THE PICTURE OF FOOD AND MATCH TO CORRECT NAME.
3. LEARN THESE WORDS.
4. MAKE A SAMPLE SHOPPING LIST.
5. PLACE FOODS AND WORDS IN THE PROPER FOOD GROUP. EXAMPLE:

MEATS	NON-FOOD ITEMS
FISH	SOAP
CHICKEN	DISHWASHING SOAP
HAMBURGER	BAND-AIDS
DAIRY FOODS	**VEGETABLES**
EGGS	CORN
CHEESE	PEAS
	TURNIPS

CE-6, T-2



AREA OF KNOWLEDGE - CONSUMER ECONOMICS

READING SKILLS: VOCABULARY DEVELOPMENT--COMPREHENSION

DESIGNATOR: CE-7, T-1 (a)

PERFORMANCE OBJECTIVE: TO BE AWARE OF THE DIFFERENCES IN PRICE AND QUALITY BETWEEN BRAND NAMES, AND BETWEEN "FIRSTS" AND "SECONDS" AND TO BE ABLE TO SUBSTITUTE ECONOMY FOR QUALITY ACCORDING TO INDIVIDUAL NEEDS.

ENABLING OBJECTIVE: USING LISTS OF COMMON ITEMS (FOOD, GASOLINE, DRY GOODS, ETC.) TO WRITE THE VARIOUS BRAND NAMES AND THEIR PRICES AND QUANTITY FROM LABELS IN A GIVEN STORE.

DIRECTIONS:

1. LEARNER WILL IDENTIFY THE PRODUCT LABEL FROM THE PICTURE.
2. LEARN WORD WHICH NAMES THE PRODUCT.
3. LEARN NET WEIGHT OF CAN. POINT TO THIS ON THE LABEL.
4. IDENTIFY AND LEARN THE COST OF THE PRODUCT.
5. IDENTIFY AND LEARN BRAND NAME OF THE PRODUCT.
6. HAVE THE LEARNER MATCH LABEL WORDS ACCORDING TO COLOR.
7. MATCH WORD CARDS TO ACTUAL WORDS ON THE LABEL.
8. LEARN ABBREVIATIONS ON THE CAN; 1 LB. = 1 POUND, 16 OZ = 16 OUNCES, NET WT. = NET WEIGHT.

CE-7, T-1 (a)

LOCATE THE FOLLOWING INFORMATION ON PRODUCTS FOUND IN THE LEARNER'S HOME AND RECORD. USE LABELS AS THE SOURCES OF INFORMATION.

ITEM	BRAND	PRICE	QUANTITY
1. CORN (CANNED)			
2. KETCHUP			
3. MUSTARD			
4. PEAS (CANNED OR DRIED)			
5. TOMATOES (CANNED)			
6. FLOUR			
7. MEAL			
8. GRITS			
9. PEANUT BUTTER			

AREA OF KNOWLEDGE - CONSUMER ECONOMICS

READING SKILLS: VOCABULARY DEVELOPMENT--COMPREHENSION

DESIGNATOR: CE-7, T-1 (b)

PERFORMANCE OBJECTIVE: TO BE AWARE OF THE DIFFERENCES IN PRICE AND QUALITY BETWEEN BRAND NAMES, AND BETWEEN "FIRSTS" AND "SECONDS" AND TO BE ABLE TO SUBSTITUTE ECONOMY FOR QUALITY ACCORDING TO INDIVIDUAL NEEDS.

ENABLING OBJECTIVE: USING LISTS OF COMMON ITEMS (FOOD, GASOLINE, DRY GOODS, ETC.) TO WRITE THE VARIOUS BRAND NAMES AND THEIR PRICES AND QUANTITY FROM LABELS IN A GIVEN STORE.

DIRECTIONS:

1. LEARN THE NAMES OF THE FOODS LISTED.

WORDS (FOR WORD CARDS)

CORN	MEAL	PEAS
TOMATOES	GRITS	MUSTARD
FLOUR	PEANUT BUTTER	KETCHUP

2. CHECK TO SEE IF THE LEARNER HAS THESE ITEMS IN THE HOME.

3. MATCH WORD CARDS WITH WORDS ON LABEL TO VERIFY THE NAME OF THE PRODUCT.

4. CHECK AND READ LABEL TO GATHER INFORMATION SUCH AS BRAND, PRICE AND QUANTITY.

NET WEIGHT	16 OUNCES (OZ.) 1 POUND (LB.)
BRAND NAME	THRIFTY MAID
PRICE	25¢ $ .25
NAME OF THE PRODUCT	TOMATOES

5. TEACH LEARNER TO RECORD THIS INFORMATION.

CE-7, T-1 (b)

LABELS ARE THE WINDOWS OF CANS

COST 25¢

Size of Can 303

Thrifty Maid

TOMATOES

INGREDIENTS: TOMATOES WITH ADDED TOMATO JUICE, SALT, AND TRACE OF CALCIUM SALT, CITRIC ACID.

OUR TOMATOES HAVE AN INDIVIDUAL FLAVOR WHICH WILL ENHANCE ANY RECIPE IN WHICH THEY ARE USED

THE MONTEREY CANNING CO.
SAN FRANCISCO, CAL.
94111
DISTRIBUTORS
® BY RELATED COMPANY

0 21140 20460 4

29

25*

AREA OF KNOWLEDGE - CONSUMER ECONOMICS

READING SKILLS: VOCABULARY DEVELOPMENT--COMPREHENSION

DESIGNATOR: CE-7, T-6 (a)

PERFORMANCE OBJECTIVE: TO BE AWARE OF THE DIFFERENCES IN PRICE AND QUALITY BETWEEN BRAND NAMES, AND BETWEEN "FIRSTS" AND "SECONDS" AND TO BE ABLE TO SUBSTITUTE ECONOMY FOR QUALITY ACCORDING TO INDIVIDUAL NEEDS.

ENABLING OBJECTIVE: TO NOTE INSTANCES WHERE ECONOMY ITEMS CAN BE SUBSTITUTED FOR QUALITY ITEMS WITHOUT AFFECTING THE INDIVIDUAL'S PREFERENCES (e.g., POWDERED MILK FOR FRESH MILK).

DIRECTIONS:

1. DISCUSS THE FOLLOWING SUBSTITUTIONS WITH THE LEARNER TO SHOW HOW TO SAVE MONEY AT THE GROCERY STORE.

SUBSTITUTIONS (FOR WORD CARDS)

FRESH WHOLE MILK - NON-FAT DRY MILK

ICE CREAM - ICE MILK

WHOLE CANNED TOMATOES - STEWED TOMATOES

WHIPPED CREAM - NON-FAT WHIPPED TOPPING

SOFT DRINK - KOOL-AID

SUGAR - SUGAR SUBSTITUTE

CORNSTARCH - FLOUR

BUTTER - MARGARINE

CUT-UP CHICKEN - WHOLE CHICKEN

WELL-KNOWN BRAND - STORE BRAND

2. LEARN EACH OF THE WORDS BY USING THE WORD CARDS.
3. LEARNER WILL RELATE SUBSTITUTIONS THROUGH USE OF THE WORD CARDS.

CE-7, T-6 (a)

BUTTER	FRESH WHOLE MILK	SOFT DRINK
MARGARINE	NON-FAT DRY MILK	SUGAR SUBSTITUTE
KOOL-AID	ICE CREAM	CUT-UP CHICKEN
SUGAR	WHOLE CANNED TOMATOES	WHOLE CHICKEN
ICE MILK	STEWED TOMATOES	WELL-KNOWN BRAND
CORNSTARCH	WHIPPED CREAM	STORE BRAND
FLOUR	NON-FAT WHIPPED TOPPING	

AREA OF KNOWLEDGE - CONSUMER ECONOMICS

READING SKILLS: VOCABULARY DEVELOPMENT--COMPREHENSION

DESIGNATOR: CE-7, T-6 (b)

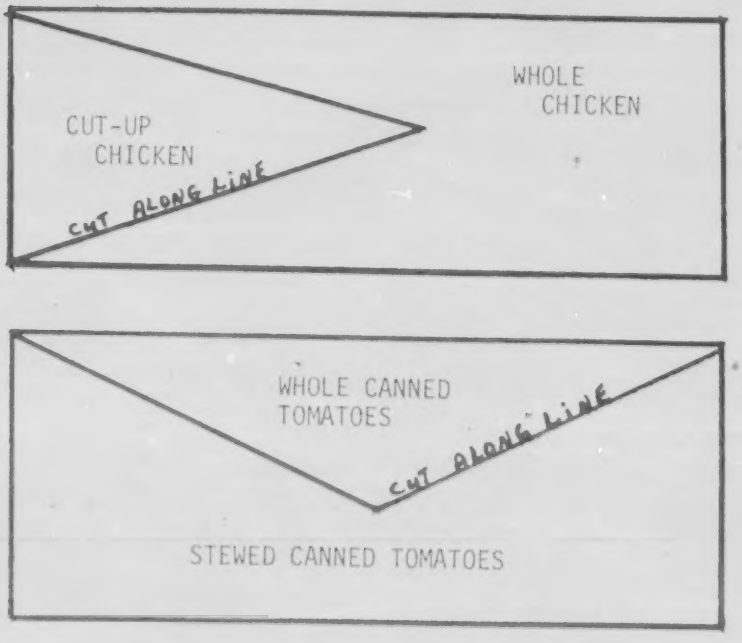
PERFORMANCE OBJECTIVE: TO BE AWARE OF THE DIFFERENCES IN PRICE AND QUALITY BETWEEN BRAND NAMES, AND BETWEEN "FIRSTS" AND "SECONDS" AND TO BE ABLE TO SUBSTITUTE ECONOMY FOR QUALITY ACCORDING TO INDIVIDUAL NEEDS.

ENABLING OBJECTIVE: TO NOTE INSTANCES WHERE ECONOMY ITEMS CAN BE SUBSTITUTED FOR QUALITY ITEMS WITHOUT AFFECTING THE INDIVIDUAL'S PREFERENCES (e.g., POWDERED MILK FOR FRESH MILK).

DIRECTIONS:

1. LEARN AND/OR REVIEW WORD-SUBSTITUTION WORDS ON WORD CARDS.
2. PUT PUZZLE PIECES TOGETHER FOR FOOD SUBSTITUTION MATCHES.

EXAMPLE:



CE-7, T-6 (b)

WHOLE CHICKEN CUT-UP CHICKEN	STORE BRAND WELL-KNOWN BRAND
NON-FAT WHIPPED TOPPING WHIPPED CREAM	WHOLE CANNED TOMATOES STEWED CANNED TOMATOES
ICE CREAM ICE MILK	SUGAR SUBSTITUTE SUGAR
FRESH WHOLE MILK NON-FAT DRY MILK	MARGARINE BUTTER

AREA OF KNOWLEDGE - CONSUMER ECONOMICS

READING SKILLS: VOCABULARY DEVELOPMENT--WRITING

DESIGNATOR: CE-8, T-1

PERFORMANCE OBJECTIVE: TO KNOW THE VARIOUS METHODS BY WHICH GOODS ARE PACKED AND TO KNOW WHICH METHODS ARE CHEAPER AND WHICH ARE BEST IN TERMS OF QUALITY AND STORAGE.

ENABLING OBJECTIVE: USING A LIST OF ITEMS, TO LIST THE VARIOUS WAYS EACH ITEM CAN BE PACKAGED (e.g., FRESH VS. CANNED VS. FROZEN, INDIVIDUAL PACKAGES VS. BULK PACKAGES).

DIRECTIONS:

1. LEARN THE FOOD WORDS

FOOD WORDS (FOR WORD CARDS)

PEACHES	COFFEE
TEA	DRINKS

2. LEARN THE PACKAGE WORDS.

PACKAGE WORDS (FOR WORD CARDS)

CAN	BOTTLE	FROZEN
BAG	BULK	DRIED
JAR		

3. TALK ABOUT THE DIFFERENT WAYS THE FOOD CAN BE PACKAGED.
4. MATCH EACH FOOD TO THE DIFFERENT WAYS IT CAN BE PACKAGED.
5. THINK OF OTHER PRODUCTS AND THE DIFFERENT WAYS THEY CAN BE PACKAGED.
6. WRITE AND LEARN THE NEW WORDS.

CE-8, T-1

PEACHES

Coffee

DRINKS

AREA OF KNOWLEDGE - CONSUMER ECONOMICS

READING SKILLS: VOCABULARY DEVELOPMENT--WRITING

DESIGNATOR: CE-8, T-5

PERFORMANCE OBJECTIVE: TO KNOW THE VARIOUS METHODS BY WHICH GOODS ARE PACKAGED AND TO KNOW WHICH METHODS ARE CHEAPEST AND WHICH ARE BEST IN TERMS OF QUALITY AND STORAGE.

ENABLING OBJECTIVE: TO DETERMINE THE BEST WAYS TO STORE THE VARIOUS CATEGORIES OF FOODS LISTED.

DIRECTIONS:

1. LEARN WORD CARDS WITH THE NAMES OF FOODS WHICH ARE COLOR-KEYED TO STORAGE METHOD.

ROOM TEMPERATURE: STORAGE WORDS (FOR WORD CARDS)

BREAD
HARD APPLES
CITRUS FRUITS
MELONS
UNRIPE GRAPES, PEARS, PEACHES
BANANAS
UNOPENED EVAPORATED MILK
ONIONS
POTATOES
SWEET POTATOES
UNRIPE TOMATOES

REFRIGERATOR: STORAGE WORDS (FOR WORD CARDS)

BREAD
EGGS
MELLOW APPLES
RIPE GRAPES, PEARS, PEACHES
COLD CUTS
FISH, CHICKEN, MEAT
GROUND BEEF
FRESH MILK
HARD & SOFT CHEESE
CABBAGE
SNAP BEANS
CARROTS
TURNIPS
BUTTER BEANS
LETTUCE
RIPE TOMATOES

CE-8, T-5

CLOSED CONTAINERS: STORAGE WORDS (FOR WORD CARDS)

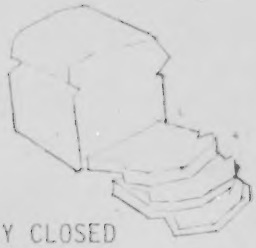
SUGAR FLOUR

CEREALS DRIED FRUIT

2. HAVE THE LEARNER PUT CORRECT FOOD UNDER EACH METHOD.

3. HELP THE LEARNER TO READ THE SHEET ON FOOD STORAGE. TALK ABOUT FOOD STORAGE.

4. GIVE THIS INFORMATION TO LEARNER.



BREADS AND CEREALS

BREAD - STORE IN BREADBOX OR REFRIGERATOR.

CEREALS, FLOUR & SUGAR - STORE AT ROOM TEMPERATURE IN TIGHTLY CLOSED CONTAINERS.

EGGS

STORE IN REFRIGERATOR - USE IN ONE WEEK.

FRUITS

APPLES - MELLOW APPLES SHOULD BE STORED UNCOVERED IN THE REFRIGERATOR. HARD APPLES SHOULD BE STORED AT COOL ROOM TEMPERATURE UNTIL THEY ARE READY TO EAT.

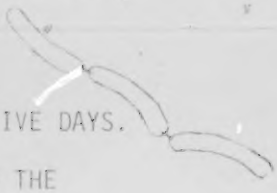
GRAPES, PEARS AND PEACHES - STORE RIPE FRUIT IN THE REFRIGERATOR. USE WITHIN THREE (3) TO FIVE (5) DAYS. ALLOW UNRIPEN FRUIT TO RIPEN AT ROOM TEMPERATURE.

BANANAS - STORE AT ROOM TEMPERATURE.

CITRUS FRUITS (MELONS, ETC.) - STORE AT COOL ROOM TEMPERATURE.

DRIED FRUITS - STORE IN TIGHTLY CLOSED CONTAINERS. REFRIGERATE IN VERY HOT, HUMID WEATHER.

MEAT, POULTRY AND FISH



COLD CUTS - STORE IN REFRIGERATOR, USE IN THREE (3) TO FIVE DAYS.

FRESH FISH, CHICKEN & MEAT - STORE IN THE COLDEST PART OF THE REFRIGERATOR AND USE WITHIN ONE (1) TO TWO (2) DAYS.

CE-8, T-5

FRESH MEAT CAN BE KEPT FROM THREE (3) TO FIVE (5) DAYS.

GROUND MEAT - STORE IN THE COLDEST PART OF THE REFRIGERATOR. USE IN ONE (1) TO TWO (2) DAYS.

MILK AND CHEESE

FRESH MILK - STORE IN THE REFRIGERATOR AND USE WITHIN THREE (3) TO FIVE (5) DAYS. COVER.

DRY MILK - STORE IN A TIGHTLY CLOSED CONTAINER.

EVAPORATED MILK - STORE UNOPENED AT ROOM TEMPERATURE. AFTER OPENING, STORE IN REFRIGERATOR.

HARD CHEESE - WRAP TO KEEP AIR OUT AND REFRIGERATE.

VEGETABLES

CABBAGE, SNAP BEANS - REFRIGERATE IN PLASTIC BAGS. USE BEANS IN THREE (3) TO FIVE (5) DAYS. USE CABBAGE IN ONE (1) TO TWO (2) DAYS.

CARROTS, TURNIPS - REMOVE TOPS. COVER AND REFRIGERATE WITHIN ONE (1) TO TWO (2) DAYS.

BUTTER BEANS - LEAVE IN HULLS. USE WITHIN ONE (1) TO TWO (2) DAYS.

LETTUCE - STORE IN A PLASTIC BAG IN THE REFRIGERATOR. USE WITHIN ONE (1) TO TWO (2) DAYS.

ONIONS - STORE AT ROOM TEMPERATURE.

POTATOES - STORE IN A DARK, DRY PLACE WITH AIR.

SWEET POTATOES - STORE AT A COOL ROOM TEMPERATURE.

TOMATOES - STORE RIPE ONES IN THE REFRIGERATOR. STORE UNRIPE ONES AT ROOM TEMPERATURE.

CE-8, T-5

UNRIPE TOMATOES	CITRUS FRUIT	HARD APPLES	BREAD
SWEET POTATOES	RIPE TOMATOES	LETTUCE	BUTTER BEANS
POTATOES	TURNIPS	CARROTS	SNAP BEANS
ONIONS	CABBAGE	HARD & SOFT CHEESE	FRESH MILK
UNOPENED EVAPORATED MILK	GROUND BEEF	MEAT, FISH, CHICKEN	COLD CUTS
BANANAS	RIPE GRAPES, PEARS & PEACHES	MELLOW APPLES	EGGS
UNRIPE GRAPES, PEARS & PEACHES	BREAD	SUGAR	DRIED FRUIT
MELONS	FLOUR	CEREALS	CLOSED CONTAINERS

AREA OF KNOWLEDGE - CONSUMER ECONOMICS

READING SKILLS: VOCABULARY DEVELOPMENT--COMPREHENSION

DESIGNATOR: CE-9, T-3

PERFORMANCE OBJECTIVE: TO BE ABLE TO TAKE ADVANTAGE OF SALES BY KNOWING WHERE TO FIND THEM, BY PLANNING FOR THEIR EVENTUALITY, AND BY BEING ABLE TO DETERMINE WHICH ARE OF WORTHWHILE VALUE TO THE INDIVIDUAL.

ENABLING OBJECTIVE: USING A CALENDAR TO MARK THE TIMES WHEN SEASONAL ITEMS FROM A PREPARED LIST WOULD BE ON SALE.

DIRECTIONS:

1. LEARN NAMES OF MONTHS FROM WORD CARDS.

NAMES OF MONTHS (FOR WORD CARDS)

JANUARY	MAY	SEPTEMBER
FEBRUARY	JUNE	OCTOBER
MARCH	JULY	NOVEMBER
APRIL	AUGUST	DECEMBER

2. LEARN NAMES OF ARTICLES FROM WORD CARDS

NAMES OF ARTICLES (FOR WORD CARDS)

BUILDING MATERIALS	CHILDREN'S CLOTHES	RUGS
STOVE	USED CARS	BOOKS
CURTAINS	MEN'S COATS	NEW CARS
TIRES	TELEVISION	FURNITURE
LAMPS	LINENS	DISHES
BABY CLOTHES	HARDWARE	SHOES
SPORTSWEAR	GLASSES	

3. HAVE LEARNER COMPLETE MISSING LETTERS EXERCISE.

4. USING EXERCISE AS GUIDE, LEARNER CAN PUT CORRECT SALE ITEMS UNDER PROPER MONTHS WITH WORD CARDS.

FILL IN BLANKS

GOOD BUYS FOR JANUA__Y ARE:

1. F__RNITURE
2. M__N'S CO__TS
3. B__ __KS
4. SHO__S
5. GLA__ __ES
6. DRES__E__

GOOD B__YS FOR MARCH ARE:

1. BA__Y CLOT__ES

G__ __D BUYS FOR M__Y ARE:

1. T__RES
2. L__NENS
3. T__LEV__SION

GOOD BUYS FOR JU__Y ARE:

1. C__ILDR__N'S CLOTH__S
2. SPOR__S WE__R
3. S__OES

GOOD BUYS FOR SEPT__MB__R ARE:

1. N__W C__RS
2. L__MPS
3. H__RDWA__E

GOOD BUYS FOR FEBR__AR__ ARE:

1. B__DD__NG
2. U__ED C__RS
3. D__ __HES
4. C__RTA__ __S
5. L__MPS

GOOD BUYS F__R AP__IL ARE:

1. B__BY C__OTHES
2. D__ESSES
3. S__OVE

GOO__ BUYS FO__ J__NE ARE:

1. BUIL__ING M__TERIALS
2. TEL__VIS__ON

GOOD BU__S FOR AU__UST ARE:

1. BED__ING
2. CURT__INS
3. HARDW__RE
4. R__ GS
5. FURN__TURE

GOOD BUYS FOR OCT__BER ARE:

CE-9, T-3

GOOD BUYS FOR N__VEMB__R ARE:

1. U__ED CA__S
2. ST__VES

GOOD BUYS FOR DE__EMB__R ARE:

1. C__ILDR__N'S CL__THES
2. U__ED CA__S

AREA OF KNOWLEDGE - CONSUMER ECONOMICS

READING SKILLS: VOCABULARY DEVELOPMENT

DESIGNATOR: CE-10, T-1

PERFORMANCE OBJECTIVE: TO BE AWARE OF ADVERTISING PRACTICES, TO THE EXTENT OF RECOGNIZING APPROPRIATE AND INAPPROPRIATE FORMS OF ADVERTISING.

ENABLING OBJECTIVE: TO LOCATE VARIOUS KINDS OF ADS AND ANALYZE ADS IN TERMS OF APPEAL TO THE PROSPECTIVE CUSTOMER.

DIRECTIONS:

1. LEARN TO READ COMMON ADS IN THE NEWSPAPER. ADD NAMES FROM LEARNER'S LOCALE.

WORDS (FOR WORD CARDS)

A & P	WOOLCO	PIGGLY WIGGLY
SEARS	WESTERN AUTO	BRUNO'S
FIRESTONE	K-MART	DELCHAMPS
PIZITZ	WINN DIXIE	

2. CUT THE ABOVE NAMES OR SIMILAR STORE NAMES FROM NEWSPAPER. MATCH NAMES TO WORD CARDS.

EXAMPLE:

AREA OF KNOWLEDGE - CONSUMER ECONOMICS

READING SKILLS: VOCABULARY DEVELOPMENT--COMPREHENSION

DESIGNATOR: CE-11, T-1 (a)

PERFORMANCE OBJECTIVE: TO BE ABLE TO READ A MENU.

ENABLING OBJECTIVE: USING A SAMPLE MENU, READ THE FOODS AND PRICES LISTED ON THE MENU.

DIRECTIONS:

1. GIVE LEARNER COPY OF MENU.
2. DISCUSS NAME OF RESTAURANT. WHAT KIND OF RESTAURANT DOES NAME INDICATE?
3. USE WORD CARDS TO LEARN NAMES OF FOODS. DEFINE ANY LEARNER DOESN'T KNOW. MATCH CARDS TO WORDS ON MENU.

WORDS (FOR WORD CARDS)

HOT CHILI & CRACKERS	HAM	PASTRAMI
SAUSAGE 'N BISCUIT	STEAK & CHEESE	HOT DOG
SLICED BREAST OF TURKEY	LIVERWURST	STEAKBURGER
PEANUT BUTTER & JELLY	AMERICAN CHEESE	"COUNTRY BOY"
KOSHER CORNED BEEF	GRITS	SWISS CHEESE
FRENCH FRIES	EGGS	TOAST
COLE SLAW	TUNA SALAD	CANADIAN BACON
REUBEN	DANISH PASTRY	ENGLISH MUFFIN
ROAST BEEF	SUBMARINE	SANDWICH CHEF
SALAMI	EGG SALAD	HAM
CHICKEN SALAD	HAM 'N CHEESE	

4. USE WORD CARDS TO LEARN PRICES. MATCH CARDS TO PRICES ON MENU.

CE-11, T-1 (a)

PRICES (FOR WORD CARDS)

65¢	55¢	95¢
70¢	35¢	90¢
60¢	$1.20	30¢
$1.10	15¢	40¢
80¢	85¢	50¢
20¢	65¢	45¢
25¢	75¢	$1.40

5. USING WORD CARDS, MATCH FOODS WITH PRICES.

CE-11, T-1 (a)

MENU

coffee break and breakfast

DANISH PASTRY Assorted flavors topped with melted butter	45c
SAUSAGE 'N BISCUIT	35c
SAUSAGE 'N ENGLISH MUFFIN	50c
CANADIAN BACON 'N BISCUIT	35c
CANADIAN BACON 'N MUFFIN	55c
HAM 'N BISCUIT	40c
HAM 'N MUFFIN	55c
EGG 'N BISCUIT	40c
EGG 'N MUFFIN	50c
TOAST	25c
ENGLISH MUFFIN	30c
2 HOT BUTTERED BISCUITS	25c
GRITS	20c

THE "COUNTRY BOY" BREAKFAST

2 Hot Buttered Biscuits, Sausage Pattie, Scrambled Egg **90¢**

lunch break

STEAK & CHEESE (all beef, cheese, mustard, onions, chili sauce & pickles)	90c
STEAKBURGER (all beef, mustard, onions, chili sauce & pickles)	80c
HAM (sliced razon thin)	95c
HOT DOGS (cole slaw & Chili)	50c
KOSHER CORNED BEEF	1.10
PASTRAMI	1.10
CHICKEN SALAD	75c
EGG SALAD	75c
TUNA SALAD	75c
SWISS CHEESE	60c
AMERICAN CHEESE	70c
PEANUT BUTTER & JELLY	30c
LIVERWURST (Braunsweiger)	65c
HAM & CHEESE (Swiss or American)	1.10
SLICED BREAST OF TURKEY	85c
SUBMARINE (ham, salami, cole slaw, pickles, Swiss cheese)	1.10
SALAMI	65c
ROAST BEEF (Served on French Bread With Onions)	1.20
REUBEN (Corned Beef, Swiss Cheese, Sauerkraut Served Hot on Plate with Order of Slaw	1.40
COLE SLAW	15c
HOT CHILI & CRACKERS (in season)	70c
FRENCH FRIES (Not All Stores)	35c

Sandwiches served on Rye, French, White, Wheat or Egg Bun
Free Kosher Dill Pickles with all Sandwiches.

AREA OF KNOWLEDGE - CONSUMER ECONOMICS

READING SKILLS: COMPREHENSION

DESIGNATOR: CE-11, T-1 (b)

PERFORMANCE OBJECTIVE: TO BE ABLE TO READ A MENU.

ENABLING OBJECTIVE: USING A SAMPLE MENU, DETERMINE THE TOTAL PRICE OF A MEAL AND PRICE PER INDIVIDUAL WHEN IN A GROUP SITUATION.

DIRECTIONS:

1. USING SAMPLE MENU FROM CE-11, T-1 (a) AS REFERENCE, HAVE LEARNER PURCHASE EACH OF THE LISTED ITEMS.

MENU SELECTIONS

A. 2 HOT BUTTERED BISCUITS	D. HOT DOG
B. GRITS	E. PEANUT BUTTER & JELLY
C. EGG SALAD	F. FRENCH FRIES

2. COUNT OUT CORRECT MONEY FOR EACH ITEM (USING PLAY MONEY).
3. HAVE LEARNER DETERMINE AMOUNT OF CHANGE DUE FROM EACH TRANSACTION.
4. DO THIS FIRST WITHOUT TAX. THEN ADD TAX ACCORDING TO AMOUNT IN LOCAL AREA.

AREA OF KNOWLEDGE - CONSUMER ECONOMICS

READING SKILLS: VOCABULARY DEVELOPMENT--COMPREHENSION

DESIGNATOR: CE-12, T-3

PERFORMANCE OBJECTIVE: TO BE AWARE OF VARIOUS SOURCES OF HOME FURNISHING (e.g., TABLE, POTS, TV, SHEETS) AND TO DETERMINE THE BEST BUYS FOR ESSENTIAL AND LUXURY ITEMS BASED ON INDIVIDUAL NEEDS AND RESOURCES.

ENABLING OBJECTIVE: USING LISTS OF ARTICLES OF FURNITURE, APPLIANCES AND OTHER HOUSEHOLD ITEMS, TO LABEL THOSE WHICH ARE ESSENTIAL AND LUXURY BASED ON INDIVIDUAL NEEDS AND RESOURCES.

DIRECTIONS:

1. INTRODUCE AND LEARN WORDS ESSENTIAL AND LUXURY, AS APPLIED TO HOUSEHOLD ITEMS.

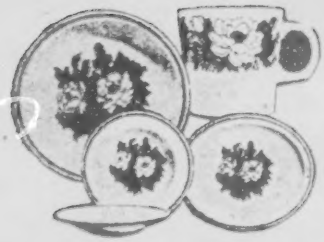
ESSENTIAL:	LUXURY:
RADIO	PIANO
DINING TABLE	STEREO
TOWELS	ICE CREAM FREEZER
PLATES	VACUUM CLEANER
BED MATTRESS	BAR-B-QUE
TRASH CANS	TELEVISION
CHAIR	LOUNGE CHAIR
LAMP	PAPER PLATES & CUPS
	AIR CONDITIONER
	DRESSER & MIRROR

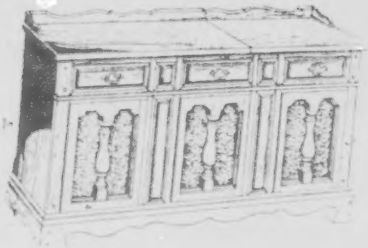
2. LEARN THE NAMES OF HOUSEHOLD ITEMS BY MATCHING PICTURES AND WORDS.

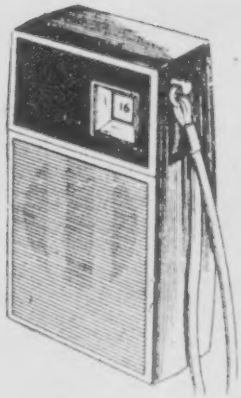
3. CATEGORIZE ALL ITEMS EITHER LUXURY OR ESSENTIAL BY PLACING PICTURES IN PROPER GROUP UNDER CORRECT HEADING.

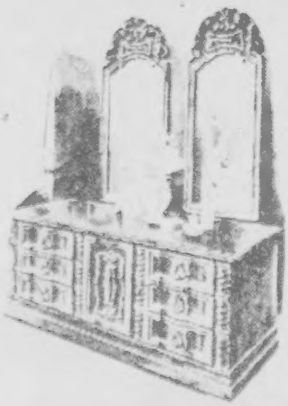
4. CATEGORIZE ITEMS BY USING WORDS INSTEAD OF PICTURES. LEARNERS SHOULD SAY WORDS AS HE/SHE CATEGORIZES THEM.

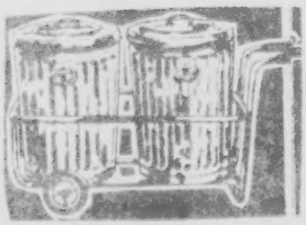
CE-12, T-3



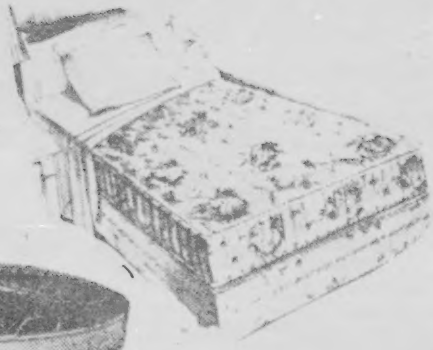






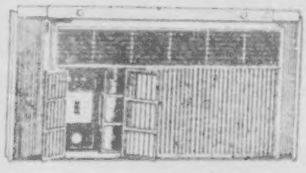


CE-12, T-3 .



[redacted] AIR CHIEF
10,000 BTU Air Conditioner

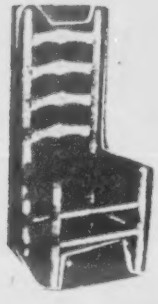
This air conditioner features a two-speed high-low fan; two-way adjustable air direction; push button control and a rear protective grille. It also includes the stale air exhaust and an attractive, simulated wood decorator front.



05-13-027-1

4 QT. ELECTRIC
ICE CREAM
FREEZER
OUR REG. $14.88
$11.88

PKG. OF 150 WHITE
9-IN. PAPER
PLATES
$1.00
PKG. OF 51 6-2/3-O
STYROCUP
2 for $1.00



50

AREA OF KNOWLEDGE - CONSUMER ECONOMICS

READING SKILLS: VOCABULARY DEVELOPMENT

DESIGNATOR: CE-13, T-2

PERFORMANCE OBJECTIVE: TO DETERMINE HOUSING NEEDS AND TO KNOW SOURCES AND METHODS FOR OBTAINING HOUSING AND UTILITIES BASED ON THOSE NEEDS.

ENABLING OBJECTIVE: TO LIST COMMUNITY RESOURCES WHICH MAY PROVIDE HELP IN READING AND INTERPRETING LEASE AGREEMENTS, INSURANCE POLICIES, GUARANTEES, CONTRACTS, DEPOSITS, MORTAGES, ETC.

DIRECTIONS:

1. LEARN THE NAMES OF PLACES WHERE ONE CAN GO FOR INTERPRETATION OF LEGAL DOCUMENTS. USE WORD CARDS.

WORDS (FOR WORD CARDS)

BETTER BUSINESS BUREAU — COMMUNITY SERVICE AGENCY

LEGAL AID SOCIETY — CONSUMER PROTECTION AGENCY

2. LOCATE THESE AGENCIES IN THE TELEPHONE BOOK. COPY THE TELEPHONE NUMBERS. LEARNER SHOULD KEEP THIS FOR REFERENCE.

A. LEGAL AID SOCIETY

TELEPHONE NUMBER _____

B. COMMUNITY SERVICE AGENCY

TELEPHONE NUMBER _____

C. BETTER BUSINESS BUREAU

TELEPHONE NUMBER _____

D. CONSUMER PROTECTION AGENCY

TELEPHONE NUMBER _____

AREA OF KNOWLEDGE - CONSUMER ECONOMICS

READING SKILLS: COMPREHENSION

DESIGNATOR: CE-15, T-2 (a)

PERFORMANCE OBJECTIVE: TO BECOME AWARE OF THE VARIOUS MEDIA OF EXCHANGE AND TO BECOME FAMILIAR WITH BANKING SERVICES IN THE COMMUNITY.

ENABLING OBJECTIVE: USING SAMPLES, FILL OUT A SAMPLE MONEY ORDER.

DIRECTIONS:

1. STUDY THE MONEY ORDER FORM WITH THE LEARNER. HELP THE LEARNER LEARN TO IDENTIFY:

   A. THE AMOUNT OF THE MONEY ORDER.

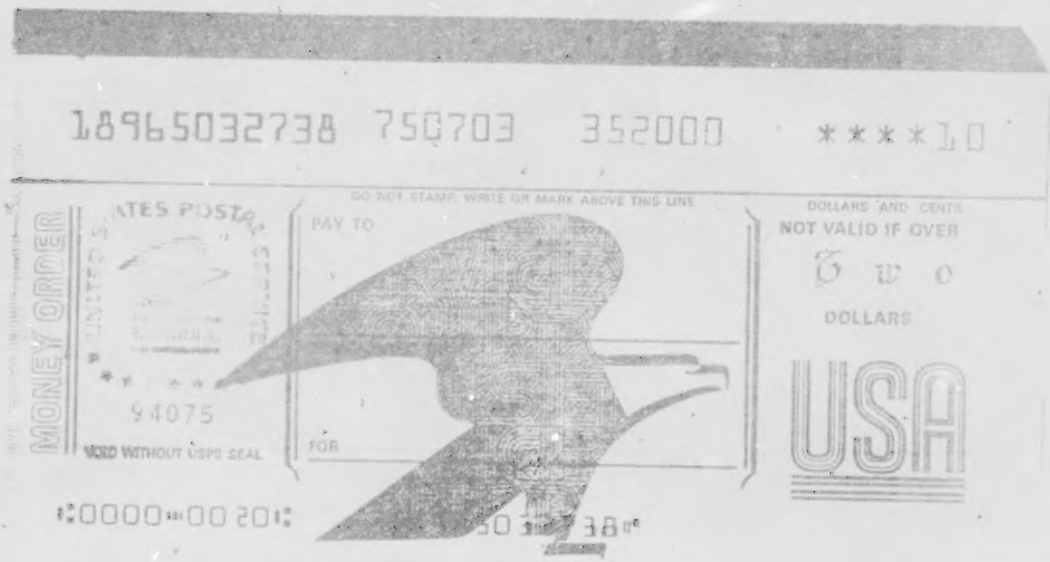
   B. IT IS PAYABLE TO WHOM?

   C. IT WAS PURCHASED BY WHOM?

   D. THE CUSTOMER'S RECEIPT.

   E. WHAT THE MONEY ORDER IS FOR.

2. ASSIST THE LEARNER IN COMPLETING THE MONEY ORDER BY USING HIS OWN NAME AS THE PURCHASER WITH THE MONEY ORDER PAYABLE TO SEARS, ROEBUCK & CO.



52

CE-15, T-2 (a)

NOT NEGOTIABLE | CUSTOMER'S RECEIPT | NOT NEGOTIABLE

18965032738 750703 35400 ***

SERIAL NUMBER | YEAR, MONTH, DAY | POST OFFICE

UNITED STATES POSTAL SERVICE
U.S.MAIL

PAY TO

PURCHASED BY

FOR

DOLLARS AND CENTS
AMOUNT OF ORIGINAL MONEY ORDER

Not Negotiable

This receipt is your guarantee of a 100% refund if your money order is lost or stolen, provided you fill in the *Pay To* and *Purchased By* information on the money order in the space provided.

If your money order is lost or stolen, present this receipt and file a claim for a refund at your Post Office. Please allow 60 days before making a claim or inquiry.

MONEY ORDER FEES

AMOUNT	FEE
$ .01 - $10.00	$ .25
$10.01 - $50.00	$ .35
$50.01 - $300.00	$ .40

53

AREA OF KNOWLEDGE - CONSUMER ECONOMICS

READING SKILLS: VOCABULARY DEVELOPMENT--COMPREHENSION

DESIGNATOR: (CE-15, T-2 &b)

PERFORMANCE OBJECTIVE: TO BECOME AWARE OF THE VARIOUS MEDIA OF EXCHANGE AND TO BECOME FAMILIAR WITH BANKING SERVICES IN THE COMMUNITY.

ENABLING OBJECTIVE: TO LEARN TO FILL OUT CHECKS CORRECTLY, BEGINNING WITH DATES.

DIRECTIONS:

1. LOCATE THE LISTED DATES ON A CALENDAR.

DATES (FOR WORD CARDS)

A. INDEPENDENCE DAY	F. BIRTHDATES OF CHILDREN
B. CHRISTMAS DAY	G. JULY 4
C. NEW YEAR'S DAY	H. DECEMBER 25
D. VALENTINE'S DAY	I. JANUARY 1
E. PERSONAL BIRTHDAY	J. FEBRUARY 14

2. READ THESE DATES FROM THE WORD CARDS.

3. ON THE PUZZLE SHEET, PLACE WORD CARDS OVER THE SAME DATES THAT HAVE BEEN WRITTEN IN DIFFERENT FORMS.

CE-15, T-2 (b)

JANUARY 1	7/4/76	2/14/76
1/1/76	DECEMBER 25	12/25/76
DEC. 25, 1976	JAN. 1, 1976	JULY 4, 1976
FEBRUARY 14	FEB. 14, 1976.	7/4/76

AREA OF KNOWLEDGE - CONSUMER ECONOMICS

READING SKILLS: VOCABULARY DEVELOPMENT--COMPREHENSION

DESIGNATOR: CE-15, T-2 (c)

PERFORMANCE OBJECTIVE: TO BECOME AWARE OF THE VARIOUS MEDIA OF EXCHANGE AND TO BECOME FAMILIAR WITH BANKING SERVICES IN THE COMMUNITY.

ENABLING OBJECTIVE: TO LEARN TO FILL OUT CHECKS CORRECTLY, BEGINNING WITH AMOUNTS.

DIRECTIONS:

1. LEARN TO READ THE FOLLOWING AMOUNTS OF MONEY, BOTH IN NUMBERS AND IN WORDS.

   NUMBERS AND WORDS (FOR WORD CARDS)

   $1.00 = ONE DOLLAR

   $1.50 - ONE DOLLAR AND FIFTY CENTS

   $3.00 = THREE DOLLARS

2. MATCH THESE WORDS AND FIGURES ACCORDING TO THE CARD COLORS. LEARN THE WORDS AND FIGURES.

3. READ THE FOLLOWING AMOUNTS IN WORDS AND THEN WRITE IN THE NUMBERS.

   TWO DOLLARS AND 75/100 = _____ ($2.75)

   FIVE DOLLARS AND 00/100 = _____ ($5.00)

   THREE DOLLARS AND 25/100 = _____ ($3.25)

4. READ THE FOLLOWING AMOUNTS IN NUMBERS AND THEN WRITE IN THE WORDS.

   $6.10 = _____ (SIX DOLLARS AND TEN CENTS)

   $5.29 = _____ (FIVE DOLLARS AND TWENTY-NINE CENTS)

   $4.00 = _____ (FOUR DOLLARS AND NO CENTS)

AREA OF KNOWLEDGE - CONSUMER ECONOMICS

READING SKILLS: COMPREHENSION--WRITING

DESIGNATOR: CE-15, T-2 (d)

PERFORMANCE OBJECTIVE: TO BECOME AWARE OF THE VARIOUS MEDIA OF EXCHANGE AND TO BECOME FAMILIAR WITH BANKING SERVICES IN THE COMMUNITY.

ENABLING OBJECTIVE: USING SAMPLES, FILL OUT A CHECK.

DIRECTIONS:

1. DISCUSS WITH THE LEARNER THE PARTS OF A CHECK.
2. ASSIST THE LEARNER IN COMPLETING:
   A. CHECK MADE PAYABLE TO - ALABAMA POWER
   B. AMOUNT - $10.15
   C. DATE
   D. LEARNER'S SIGNATURE

[redacted]

333

61-36
622

19

PAY TO THE ORDER OF

$

DOLLARS

FIRST ALABAMA BANK
OF MONTGOMERY, N.A.
MONTGOMERY, ALABAMA 36101

FOR

⑈0622⑈0036⑆ [redacted]

AREA OF KNOWLEDGE - CONSUMER ECONOMICS

READING SKILLS: VOCABULARY DEVELOPMENT--COMPREHENSION

DESIGNATOR: CE-16, T-1

PERFORMANCE OBJECTIVE: TO DEVELOP AN UNDERSTANDING OF CREDIT SYSTEMS AND BUDGETING TECHNIQUES.

ENABLING OBJECTIVE: TO LIST THE "DO'S" AND "DON'TS" OF BUYING ON CREDIT.

DIRECTIONS:

1. LEARN THE CREDIT-RELATED WORDS FROM THE WORD CARDS.

WORDS (FOR WORD CARDS)

DOWN PAYMENT	LENDER	DUE
ON TIME	LICENSE	INTEREST
PAYMENTS	BORROW	CONTRACT
CREDIT	MONEY	CARRYING CHARGES

2. MATCH THESE WORDS TO THE WORDS ON THE INFORMATION SHEET, "DO'S AND DON'TS OF CREDIT".

3. READ AND DISCUSS THE "DO'S AND DON'TS OF CREDIT".

DO'S

1. Do make the biggest down payment you can.
   Your other payments will be less.
   You will pay less interest or carrying charge.

2. Do pay what you owe as soon as you can.

3. Do get a written agreement or contract that tells the total amount you will have to pay.

4. Do understand the contract you sign.

5. Do shop around to get the best buy.
   Find out where you pay less carrying charges.

6. Do make your payments when they are due.

7. Do use your credit wisely. It is money.

DON'TS

1. Don't buy "on time" if you don't need to.
   Don't buy more than you need.

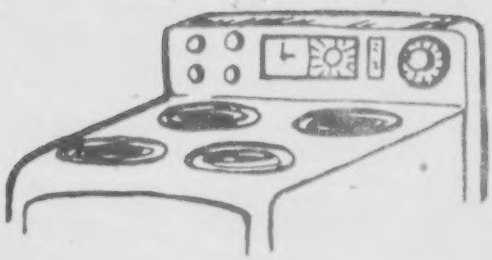
2. Don't buy "on time" unless you know you will have enough money to make every payment.

3. Don't buy "on time" unless what you get is worth the cost.
   Buying "on time" costs money.

4. Don't buy at a store where interest or carrying charge is too high.

5. Don't borrow money from an illegal lender.
   Look for a state license in the office.
   Borrow only from someone who has a license.

6. Don't buy things that cost too much.



Example:

Don't buy a range with a clock, a timer, and other extras.

You can cook without these extras.

AREA OF KNOWLEDGE - CONSUMER ECONOMICS

READING SKILLS: VOCABULARY DEVELOPMENT

DESIGNATOR: CE-16, T-8 (a)

PERFORMANCE OBJECTIVE: TO DEVELOP AN UNDERSTANDING OF CREDIT SYSTEMS AND BUDGETING TECHNIQUES.

ENABLING OBJECTIVE: USING RULES OF THUMB FOR BUDGET EXPENDITURES, TO DECIDE WHAT PERCENTAGE OF INCOME SHOULD BE SPENT ON ORDINARY AND CONTINGENCY ITEMS.

DIRECTIONS:

1. EXPLAIN PERCENTAGES OF INCOME TO BE SPENT FOR FOOD, SHELTER, CLOTHES AND PERSONAL CARE, MISCELLANEOUS, AND SAVINGS AND GIFTS. USE THE CIRCLE GRAPH TO EXPLAIN.

2. GO OVER THE MEANING OF EACH WORD AS TO WHAT IS INCLUDED.

WORDS (FOR WORD CARDS)

A. SHELTER INCLUDES:

1. RENT
2. HELP
3. ELECTRICITY AND GAS
4. WATER
5. TELEPHONE
6. REPAIRS
7. FURNISHINGS

B. CLOTHING AND PERSONAL CARE INCLUDES:

1. CLEANING
2. CLOTHING
3. REPAIRS FOR SHOES
4. SEWING SUPPLIES
5. DOCTOR
6. DENTIST
7. BEAUTY SHOP
8. BARBER
9. MEDICINE
10. EYE CARE

C. MISCELLANEOUS INCLUDES:

1. RECREATION - MOVIES, T.V.
2. TRANSPORTATION
3. READING MATERIAL
4. STAMPS AND STATIONARY
5. CLUB MEMBERSHIP

D. SAVINGS AND GIFTS INCLUDE:

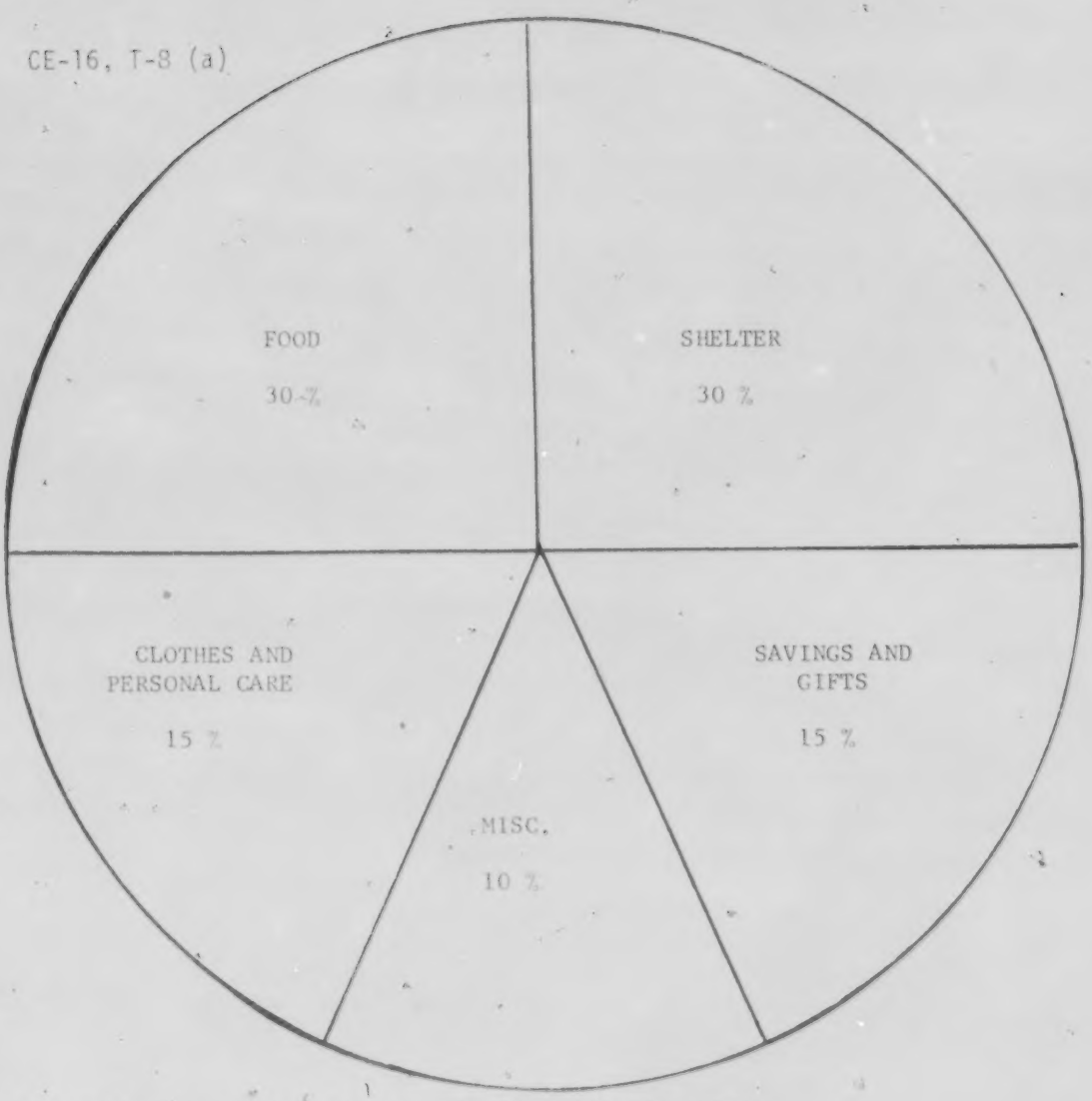
1. CONTRIBUTIONS AND GIFTS
2. CHRISTMAS AND BIRTHDAYS
3. VACATIONS
4. BANK ACCOUNTS, BONDS, SAVINGS, LOANS

E. FOOD INCLUDES:

1. EATING AT HOME
2. EATING OUT
3. CANNING AND FREEZING FOR FUTURE
4. SCHOOL LUNCHES AND PACKED LUNCHES FOR WORKERS IN THE HOME.
5. FOOD FOR SPECIAL EVENTS - BIRTHDAYS, ANNIVERSARIES, CHRISTMAS

SAMPLE OF BUDGET

CE-16, T-8 (a)



CALCULATE THE AMOUNT YOU SHOULD SPEND FOR EACH ITEM.

30% OF _____ FOR FOOD _____

30% OF _____ FOR SHELTER _____

10% OF _____ MISCELLANEOUS _____

15% OF _____ CLOTHES AND PERSONAL _____

15% OF _____ SAVINGS AND GIFTS _____

AREA OF KNOWLEDGE - CONSUMER ECONOMICS

READING SKILLS: COMPREHENSION

DESIGNATOR: CE-16, T-8 (b)

PERFORMANCE OBJECTIVE: TO DEVELOP AN UNDERSTANDING OF CREDIT SYSTEMS AND BUDGETING TECHNIQUES.

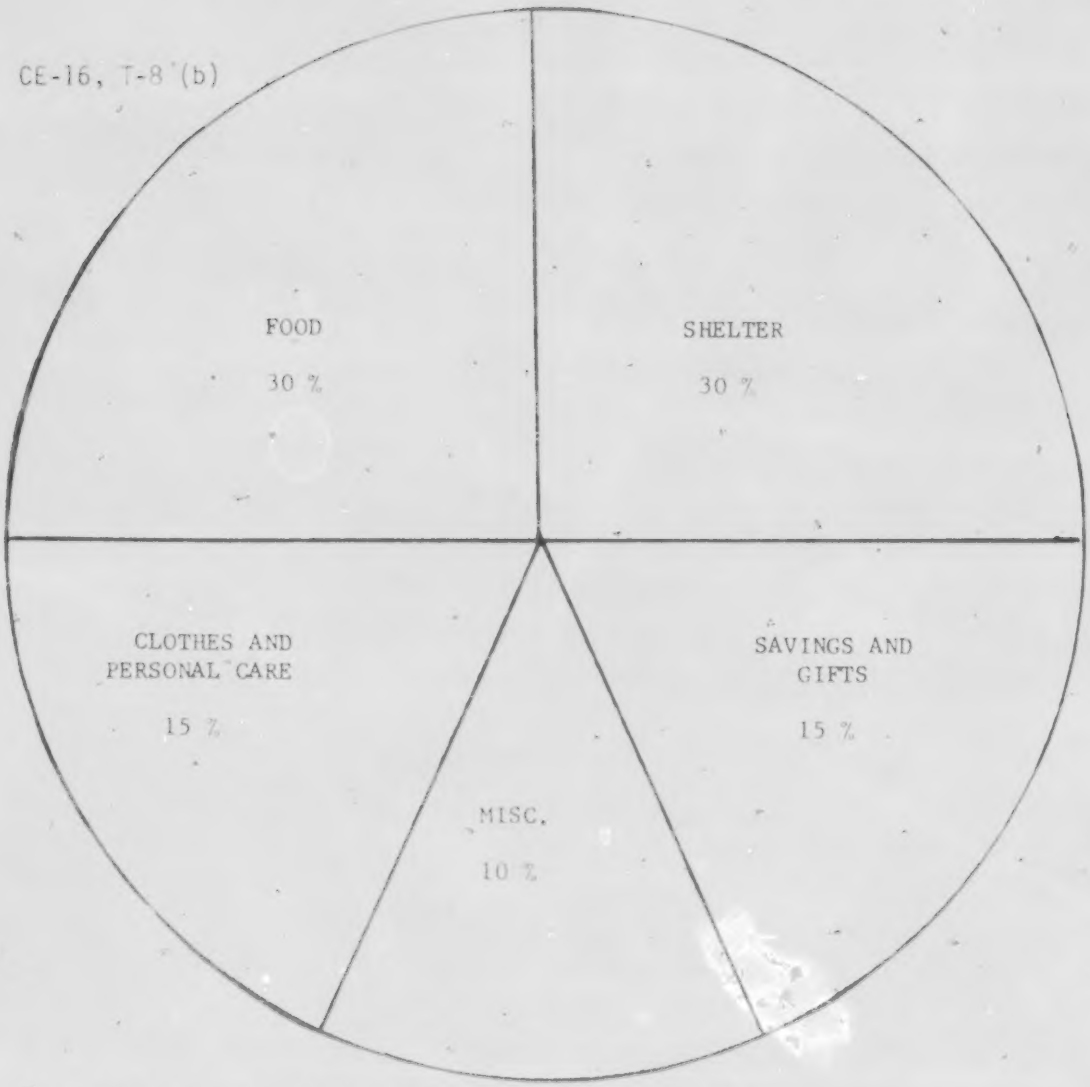
ENABLING OBJECTIVE: USING RULES OF THUMB FOR BUDGET EXPENDITURES, TO DECIDE WHAT PERCENTAGE OF INCOME SHOULD BE SPENT ON ORDINARY AND CONTINGENCY ITEMS.

DIRECTIONS:

1. MAKE BUDGET SHEET AVAILABLE TO LEARNER.
2. FIGURE THE AMOUNT OF LEARNER'S INCOME TO SPEND FOR EACH CATEGORY OF ITEMS.

SAMPLE OF BUDGET

CE-16, T-8 (b)



CALCULATE THE AMOUNT YOU SHOULD SPEND FOR EACH ITEM.

30% OF _____ FOR FOOD _____

30% OF _____ FOR SHELTER _____

10% OF _____ MISCELLANEOUS _____

15% OF _____ CLOTHES AND PERSONAL _____

15% OF _____ SAVINGS AND GIFTS _____

AREA OF KNOWLEDGE - CONSUMER ECONOMICS

READING SKILLS: VOCABULARY DEVELOPMENT--COMPREHENSION

DESIGNATOR: CE-17, T-1

PERFORMANCE OBJECTIVE: TO IDENTIFY AND LOCATE INFORMATION CONCERNING THE TYPES OF INSURANCE AVAILABLE AND TO BE ABLE TO SELECT THE BEST INSURANCE FOR THE INDIVIDUAL AND HIS FAMILY.

ENABLING OBJECTIVE: TO DETERMINE THE VARIOUS KINDS AND SOURCES OF INSURANCE AND TO KNOW RELATIVE COSTS.

DIRECTIONS:

1. USING THE WORD CARDS, LEARN THE WORD INSURANCE AND THE THREE BASIC KINDS: HEALTH, LIFE, HOMEOWNERS.

INSURANCE WORDS (FOR WORD CARDS)

LIFE INSURANCE WORDS	HOMEOWNERS INSURANCE	HEALTH INSURANCE
BORROW	INJURY	DISABILITY
CASH	THEFT	MAJOR MEDICAL
DEATH	FIRE	DOCTOR
TERM INSURANCE	HOUSEHOLD GOODS	MEDICAL
PREMIUM	HOUSE	SURGICAL
ORDINARY LIFE	LIVING EXPENSES	HOSPITAL
GROUP INSURANCE		MEDICAID
DEPENDENT		MEDICARE

2. USING COLOR-CODED WORD CARDS, LEARN THE WORDS ASSOCIATED WITH EACH KIND OF INSURANCE.

3. DISCUSS THESE WORDS IN REFERENCE TO INSURANCE.

AREA OF KNOWLEDGE - CONSUMER ECONOMICS

READING SKILLS: VOCABULARY DEVELOPMENT

DESIGNATOR: CE-18, T-1 (a)

PERFORMANCE OBJECTIVE: TO USE FOOD STAMPS WITH ECONOMY.

ENABLING OBJECTIVE: TO ACQUIRE BASIC INFORMATION ON BUYING AND USING FOOD STAMPS EFFECTIVELY.

DIRECTIONS:

1. DISCUSS INFORMATION NECESSARY FOR A FOOD STAMP APPLICATION AND GIVE THE LEARNER A COPY OF "INFORMATION NEEDED TO PROCESS A FOOD STAMP APPLICATION".

2. LEARN WORDS RELATIVE TO FOOD STAMPS.

FOOD STAMP WORDS (FOR WORD CARDS)

RECEIPT FOR DOCTOR OR HOSPITAL	SAVINGS ACCOUNT	WAGES
SOCIAL SECURITY NUMBERS	CHECKING ACCOUNT	DATE OF BIRTH
RECEIPT FROM DRUG STORE	UTILITIES RECEIPT	NAMES
RENT OR HOUSE PAYMENT	"PENNIES"	

3. READ AND LEARN SENTENCES ABOUT FOOD STAMPS.

STATEMENTS ABOUT FOOD STAMPS

CURRENT RECEIPTS FOR DOCTOR OR HOSPITAL BILLS DURING THE LAST MONTH.

AMOUNT OF HOUSE RENT OR HOUSE PAYMENT.

STATEMENT OF SAVINGS AND CHECKING ACCOUNT.

SOCIAL SECURITY NUMBERS FOR EACH PERSON IN YOUR HOME.

AMOUNT OF CHECK YOU AND ANYONE IN YOUR HOME RECEIVES.

AMOUNT OF "PENNIES" YOU RECEIVE.

STATEMENT FROM ANY PERSON WHO GIVES YOU MONEY.

WAGE STATEMENT FOR ALL PEOPLE IN YOUR HOME.

CURRENT RECEIPTS FROM DRUGSTORE FOR MEDICAL SUPPLIES OR HEALTH CARE.

NAMES AND DATE OF BIRTH OF ALL PERSONS IN YOUR HOME.

FORM FS-29
7-72

CE-18, T-1 (a)

STATE OF ALABAMA
DEPARTMENT OF PENSIONS AND SECURITY
BUREAU OF FOOD ASSISTANCE

INFORMATION NEEDED TO PROCESS A FOOD STAMP APPLICATION

BRING TO THE FOOD STAMP OFFICE WHEN APPLYING:

1. Names and date of birth of all the persons who live in your home.
2. Check stubs, pay slips, or employer's statement that shows the money paid to each person in your home who is working.
3. Letter from any person who helps you that shows how much money they give to you, or the bills that they pay for you.
4. Letter from the Employment Office that shows the amount of unemployment compensation ("pennies") paid to you, or any other person in your home, and the small card that is signed each week.
5. Letter from any office from which you or any other person in your home receives a check that shows the amount of the current check for: social security, railroad retirement, veterans administration, or any other kind of benefits such as court payments, compensation, retirement, or others.
6. Social Security numbers for each member of the household 18 years of age or older.
7. Letter from the person (if any) who pays rent or house payment for you.
8. Current rent or mortgage (monthly house payment) receipt, and current receipts for utilities (gas, lights, water, telephone, garbage pick up service).
9. Statement from any roomers or boarders showing the amount they pay.
10. Statement from baby sitter (if any) that shows how much you pay her.
11. Current receipts from the office of the doctor or hospital for the bills that you are paying, or have paid this month.
12. Current receipts from the drug store or health insurance office for medical supplies or health care.
13. Current statements of savings and checking accounts in banks, savings and loan associations, credit unions, etc.
14. Letter or statement showing the value of any stocks or bonds of all persons in your home.
15. Other: _____

_____

AREA OF KNOWLEDGE - CONSUMER ECONOMICS

READING SKILLS: VOCABULARY DEVELOPMENT

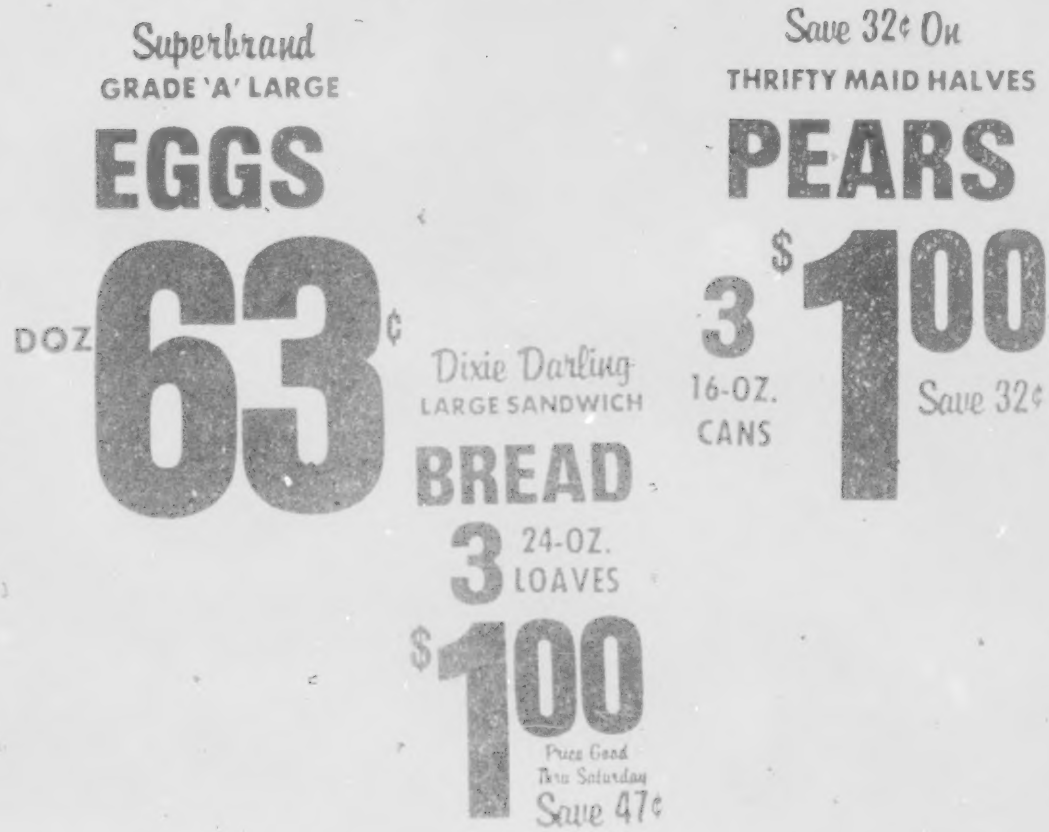
DESIGNATOR: CE-18, T-1 (b)

PERFORMANCE OBJECTIVE: TO USE FOOD STAMPS WITH ECONOMY.

ENABLING OBJECTIVE: TO ACQUIRE BASIC INFORMATION ON BUYING AND USING FOOD STAMPS EFFECTIVELY.

DIRECTIONS:

1. LEARN TO READ NAMES AND COSTS OF FOOD ITEMS.
2. TALK WITH LEARNER AND DECIDE WHICH ITEMS CAN BE BOUGHT WITH FOOD STAMPS AND WHICH ITEMS CANNOT.
3. DECIDE WHICH FOOD ITEMS ARE ECONOMICAL BUYS AND WHICH ARE NOT.



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CE-18, T-1 (b)

W-D BRAND BEEF PATTIES

3 LB. BOX $2.29

TWELVE 4-OZ. PATTIES

W-D Brand
PURE GROUND
BEEF

5 LB. HANDI-PAK $3.99

PURE BEEF
NO ADDITIVES

Save 17¢ On
THRIFTY MAID
PEACHES

3 16-OZ. CANS $1.00

Save 17¢

Assorted Flavors
CHEK SOFT
DRINKS

12-Oz. Can 10¢

Harvest Fresh
LARGE SANTA ROSA
PLUMS

Lb. 59¢

AREA OF KNOWLEDGE - CONSUMER ECONOMICS

READING SKILLS: VOCABULARY DEVELOPMENT--COMPREHENSION--WRITING

DESIGNATOR: CE-18, T-1 and CR-4, T-3 Part I

PERFORMANCE OBJECTIVE: TO USE FOOD STAMPS WITH ECONOMY.

ENABLING OBJECTIVE: TO ACQUIRE BASIC INFORMATION ON BUYING AND USING FOOD STAMPS EFFECTIVELY.

DIRECTIONS: PART I OF FOOD STAMP APPLICATION - NAME AND ADDRESS

1. INTRODUCE LEARNER TO FOOD STAMP APPLICATION.
2. EXPLAIN THAT HE/SHE IS GOING TO LEARN WORDS ON FORM AND HOW TO FILL OUT FORM.
3. LEARN WORDS FROM WORD CARDS RELATED TO PART I. MATCH THESE WORDS TO WORDS FROM TYPED SECTION OF APPLICATION. HELP LEARNER READ APPLICATION AND DECIDE ANSWERS TO QUESTIONS. ASSIST LEARNER IN COMPLETING BLANKS.

WORDS (FOR WORD CARDS)

RURAL ROUTE	SOCIAL SECURITY NUMBER	DATE
DIRECTIONS TO HOME	LAST NAME	COUNTY
PLACE OF RESIDENCE	MIDDLE OR MAIDEN NAME	ADDRESS
TELEPHONE NUMBER	FIRST NAME	NAME

COUNTY _____
DATE _____
NAME _____
(FIRST) (MIDDLE OR MAIDEN) (LAST)
SOCIAL SECURITY NUMBER _____
ADDRESS _____
(STREET AND NUMBER OR ROUTE) (CITY OR TOWN) (STATE) (ZIP CODE)
TELEPHONE NUMBER _____
PLACE OF RESIDENCE
(IF DIFFERENT FROM ABOVE) _____
GIVE DIRECTIONS TO HOME IF RURAL ROUTE _____
_____
_____

AREA OF KNOWLEDGE - CONSUMER ECONOMICS

READING SKILLS: VOCABULARY DEVELOPMENT--COMPREHENSION--WRITING

DESIGNATOR: CE-18, T-1 and CR-4, T-3 Part II

PERFORMANCE OBJECTIVE: TO USE FOOD STAMPS WITH ECONOMY.

ENABLING OBJECTIVE: TO ACQUIRE BASIC INFORMATION ON BUYING AND USING FOOD STAMPS EFFECTIVELY.

DIRECTIONS: PART II OF FOOD STAMP APPLICATION - MEAL PLANNING

1. EXPLAIN TO LEARNER THAT THIS IS ANOTHER SECTION OF THE FOOD STAMP APPLICATION.
2. LEARN WORDS FROM WORD CARDS RELATED TO PART II.

WORDS (FOR WORD CARDS)

MEALS PURCHASE HOUSEHOLD COOK

3. MATCH THESE WORDS TO WORDS FROM TYPED SECTION OF APPLICATION.

MEAL PLANNING

DO YOU HAVE A PLACE TO COOK? ☐ YES

☐ NO

DOES ANY MEMBER OF YOUR HOUSEHOLD REGULARLY PURCHASE MEALS FROM SOMEONE ELSE?

☐ YES

☐ NO

4. HELP LEARNER READ APPLICATION AND DECIDE ANSWERS TO QUESTIONS.
5. ASSIST LEARNER IN COMPLETING BLANKS.

AREA OF KNOWLEDGE - CONSUMER ECONOMICS

READING SKILLS: VOCABULARY DEVELOPMENT--COMPREHENSION--WRITING

DESIGNATOR: CE-18, T-1 and CR-4, T-3 PART III

PERFORMANCE OBJECTIVE: TO USE FOOD STAMPS WITH ECONOMY.

ENABLING OBJECTIVE: TO ACQUIRE BASIC INFORMATION ON BUYING AND USING FOOD STAMPS EFFECTIVELY.

DIRECTIONS: PART III OF FOOD STAMP APPLICATION - HOUSEHOLD COMPOSITION AND INCOME.

1. EXPLAIN TO LEARNER THAT THIS IS ANOTHER SECTION OF THE FOOD STAMP APPLICATION.

2. LEARN WORDS FROM WORD CARDS RELATED TO PART III.

WORDS (FOR WORD CARDS)

CHARGED	YES	OTHER
CREDIT CARD	PERSONS	SOURCE
LIVING EXPENSES	RELATED	DEDUCTIONS
EXPECTED	MONTH	MANDATORY
SEVERAL	BOARD	AMOUNT
WEEK	INFORMATION	MONTHLY INCOME
CHANGE	BOARDERS	RELATIONSHIP
CHILD CARE	UNRELATED	INCOME
NURSING	FEDERAL INCOME TAX	COMPOSITION
ROOMERS	SOCIAL SECURITY	
NO	STATE INCOME TAX	

3. MATCH THESE WORDS TO WORDS FROM TYPED SECTION OF APPLICATION.

CE-18, T-1 and CR-4, T-3 Part III

4. HELP LEARNER READ APPLICATION AND DECIDE ANSWERS TO QUESTIONS.

5. ASSIST LEARNER IN COMPLETING BLANKS.

HOUSEHOLD COMPOSITION AND INCOME

LIST ALL PERSONS WHO LIVE IN THE HOUSEHOLD AND GIVE THEIR INCOME.

A. NAME _____

B. DATE OF BIRTH _____

C. RELATIONSHIP _____

D. MONTHLY INCOME _____

AMOUNT _____

SOURCE _____

E. MANDATORY DEDUCTIONS

FEDERAL INCOME TAX _____

STATE INCOME TAX _____

SOCIAL SECURITY _____

OTHER _____

DO YOU EXPECT A CHANGE IN INCOME DURING THE NEXT SEVERAL MONTHS? /___/ YES

/___/ NO

IF YES, GIVE INFORMATION BELOW.

NAME OF PERSON WHO WILL RECEIVE INCOME:

_____

SOURCE: _____

AMOUNT OF INCOME: _____

WHEN IS IT EXPECTED: _____

DOES SOMEONE OTHER THAN A MEMBER OF YOUR HOUSEHOLD PAY ANY OF YOUR LIVING

CE-18, T-1 and CR-4, T-3 Part III

EXPENSES? IF YES, GIVE INFORMATION BELOW. /___/ YES

/___/ NO

NAME OF PERSON PAYING EXPENSES:

EXPENSES:

AMOUNT:

DOES ANYONE IN YOUR HOUSEHOLD HAVE A CREDIT CARD IN THE NAME OF A PERSON NOT A MEMBER OF YOUR HOUSEHOLD. IF YES, GIVE INFORMATION BELOW. /___/ YES

/___/ NO

TYPE OF CREDIT CARD

TO WHOM CHARGED

ARE UNRELATED BOARDERS LIVING IN THE HOUSEHOLD? IF YES, GIVE INFORMATION BELOW. /___/ YES /___/ NO

NAME OF BOARDER:

AMOUNT PAID FOR BOARD EACH MONTH:

ARE THERE RELATED PERSONS IN THE HOUSEHOLD WHO PAY A SET AMOUNT FOR BOARD? IF YES, GIVE INFORMATION BELOW. /___/ YES /___/ NO

NAME OF BOARDER:

AMOUNT PAID FOR BOARD EACH MONTH:

DOES AN UNRELATED PERSON LIVE IN THE HOME TO GIVE NURSING OR CHILD CARE? IF YES, GIVE INFORMATION BELOW. /___/ YES /___/ NO

NAME OF PERSON GIVING CARE

AMOUNT YOU PAY EACH WEEK

AREA OF KNOWLEDGE - CONSUMER ECONOMICS

READING SKILLS: VOCABULARY DEVELOPMENT--COMPREHENSION--WRITING

DESIGNATOR: CE-18, T-1 AND CR-4, T-3 PART IV

PERFORMANCE OBJECTIVE: TO USE FOOD STAMPS WITH ECONOMY.

ENABLING OBJECTIVE: TO ACQUIRE BASIC INFORMATION ON BUYING AND USING FOOD STAMPS EFFECTIVELY.

DIRECTIONS: PART IV OF FOOD STAMP APPLICATION - MONTHLY EXPENSES

1. EXPLAIN TO LEARNER THAT THIS IS ANOTHER SECTION OF THE FOOD STAMP APPLICATION.

2. LEARN WORDS FROM WORD CARDS RELATED TO PART IV.

WORDS (FOR WORD CARDS)

STORM	SERVICE	HOUSE TRAILER
FLOOD	PAYMENTS	LOW RENT
THEFT	TRANSPORTATION	SEWAGE
FIRE	OTHER	WATER
VANDALISM	PRESCRIPTION DRUGS	TELEPHONE
LOST	MEDICARE	ONE
UNUSUAL	HEALTH INSURANCE	BASIC SERVICE
EDUCATION	NURSING CARE	ELECTRICITY
DAMAGED	HOSPITALIZATION	FUEL
REPAIR	RECEIPTS ATTACHED	UTILITIES
FEES	DENTAL	MORTGAGE
REPLACEMENT	PHYSICIAN	FUNERAL
MANDATORY	MEDICAL	RENT
TUITION	REAL ESTATE TAXES	SHELTER
EXPENSES		

CE-18, T-1 and CR-4, T-3 PART IV

3. MATCH THESE WORDS FROM TYPED SECTION OF APPLICATION.

4. HELP LEARNER READ APPLICATION AND DECIDE ANSWERS TO QUESTIONS.

5. ASSIST LEARNER IN COMPLETING BLANKS.

SHELTER EXPENSES:

A. RENT OR MORTGAGE PAYMENT _____

B. UTILITIES - IF NOT PART OF THE RENT PAYMENT

(1) HEATING AND COOKING FUEL _____

(2) ELECTRICITY _____

(3) BASIC SERVICE FEE OF ONE TELEPHONE _____

(4) WATER _____

(5) SEWAGE DISPOSAL FEE _____

C. REAL ESTATE TAXES _____

D. LOT RENT FOR HOUSE TRAILER _____

MEDICAL EXPENSES:

A. PHYSICIAN AND DENTAL SERVICES (RECEIPTS ATTACHED) _____

B. HOSPITALIZATION OR NURSING CARE (RECEIPTS ATTACHED) _____

C. HEALTH INSURANCE AND MEDICARE _____

D. PRESCRIPTION DRUGS (RECEIPTS ATTACHED) _____

E. OTHER _____

F. TRANSPORTATION EXPENSES TO OBTAIN MEDICAL CARE _____

PAYMENTS FOR THE CARE OF A CHILD OR ANOTHER PERSON WHEN NECESSARY FOR A HOUSEHOLD MEMBER TO WORK OUTSIDE THE HOME _____

NAME _____

PHONE NUMBER _____

HOW MANY MONTHS DO YOU EXPECT TO PAY FOR THIS SERVICE? _____

CE-18, T-1 and CR-4, T-3 PART IV

TUITION AND MANDATORY FEES FOR EDUCATION $_____

A. WHEN IS IT PAID? _____

B. TO WHOM IS IT PAID? _____

C. FOR WHOM IS IT PAID? _____

UNUSUAL EXPENSES:

A. REPLACEMENT OR REPAIR OF PROPERTY DAMAGED OR LOST THROUGH VANDALISM, FIRE, THEFT, FLOOD, STORM, ETC. $_____

B. FUNERAL EXPENSES PAID BY PERSONS IN THE HOUSEHOLD $_____

AREA OF KNOWLEDGE - CONSUMER ECONOMICS

READING SKILLS: VOCABULARY DEVELOPMENT--COMPREHENSION--WRITING

DESIGNATOR: CE-18, T-1 AND CR-4, T-3 PART V

PERFORMANCE OBJECTIVE: TO USE FOOD STAMPS WITH ECONOMY.

ENABLING OBJECTIVE: TO ACQUIRE BASIC INFORMATION ON BUYING AND USING FOOD STAMPS EFFECTIVELY.

DIRECTIONS: PART V OF FOOD STAMP APPLICATION - RESOURCES

1. EXPLAIN TO LEARNER THAT THIS IS ANOTHER SECTION OF THE FOOD STAMP APPLICATION.
2. LEARN WORDS FROM WORD CARDS RELATED TO PART V.

WORDS (FOR WORD CARDS)

SOURCE	BUILDINGS	SAVINGS BOND
HOUSEHOLD	CLOTHING	SAVINGS
VALUE	APPLIANCES	CHECKING
MEMBER	FURNITURE	MONEY
INCOME	REAL PROPERTY	CASH
LAND	PERSONAL PROPERTY	RESOURCES

3. MATCH THESE WORDS TO WORDS FROM TYPED SECTION OF APPLICATION.
4. HELP LEARNER READ APPLICATION AND DECIDE ANSWERS TO QUESTIONS.
5. ASSIST LEARNER IN COMPLETING BLANKS.

RESOURCES:

LIST THE RESOURCES OF ALL PERSONS LIVING IN THE HOUSEHOLD EXCEPT UNRELATED BOARDERS, ROOMERS AND LIVE-IN ATTENDANTS.

A. CASH ON HAND _____

B. MONEY IN CHECKING OR SAVINGS _____

CE-18, T-1 and CR-4, T-3 PART V

C. U.S. SAVINGS BOND OR OTHER BONDS AND STOCKS _____

D. IF THE HOUSEHOLD OWNS ANY OF THE ITEMS LISTED BELOW, LIST INCOME RECEIVED FROM SUCH PROPERTY AND WHAT YOU THINK EACH ITEM IS WORTH.

1. LIST REAL PROPERTY SUCH AS BUILDINGS, LAND, ETC. BUT NOT THE HOME: PROPERTY _____ INCOME _____ VALUE _____

2. LIST PERSONAL PROPERTY SUCH AS BOATS, LICENSED CARS, AIRCRAFT, ETC. BUT NOT FURNITURE, APPLIANCES, CLOTHING, ETC.
PROPERTY _____ INCOME _____ VALUE _____

E. DOES ANY MEMBER OF YOUR HOUSEHOLD EXPECT TO RECEIVE ADDITIONAL RESOURCES DURING THE NEXT FEW MONTHS? /___/ YES /___/ NO

IF YES, GIVE INFORMATION BELOW.

SOURCE _____ AMOUNT _____

WHEN WILL THIS BE RECEIVED? _____

F. WHICH OF THE ABOVE RESOURCES BELONG TO A RELATED PERSON LIVING IN THE HOUSEHOLD?

NAME OF PERSON _____

RESOURCES _____

AREA OF KNOWLEDGE - CONSUMER ECONOMICS

READING SKILLS: VOCABULARY DEVELOPMENT--COMPREHENSION--WRITING

DESIGNATOR: CE-18, T-1 AND CR-4, T-3 PART VI

PERFORMANCE OBJECTIVE: TO USE FOOD STAMPS WITH ECONOMY.

ENABLING OBJECTIVE: TO ACQUIRE BASIC INFORMATION ON BUYING AND USING FOOD STAMPS EFFECTIVELY.

DIRECTIONS: PART VI OF FOOD STAMP APPLICATION - TAX DEPENDENCY

1. EXPLAIN TO LEARNER THAT THIS IS ANOTHER SECTION OF THE FOOD STAMP APPLICATION.
2. LEARN WORDS FROM WORD CARDS RELATED TO PART VI.

WORDS (FOR WORD CARDS)

DO NOT KNOW	HOUSEHOLD	CLAIMED
PARTICIPATE	INCOME TAXES	DEPENDENCY
CERTIFIED	YES	TAX
NO	FEDERAL	FOOD STAMP PROGRAMS
TAXPAYER		

3. MATCH THESE WORDS TO WORDS FROM TYPED SECTION OF APPLICATION.
4. HELP LEARNER READ APPLICATION AND DECIDE ANSWERS TO QUESTIONS.
5. ASSIST LEARNER IN COMPLETING BLANKS.

CE-18, T-1 and CR-4, T-3 PART VI

TAX DEPENDENCY:

A. HAS ANYONE IN THE HOUSEHOLD BEEN CLAIMED AS A TAX DEPENDENT FOR FEDERAL INCOME TAXES DURING THE LAST YEAR OR THIS YEAR BY A PERSON NOT LIVING IN THE HOUSEHOLD? /___/ YES /___/ NO

B. IF YES, GIVE NAME OF THE TAX DEPENDENT AND THE NAME AND ADDRESS OF THE TAXPAYER.

NAME OF TAX DEPENDENT _____

NAME OF TAXPAYER _____

ADDRESS OF TAXPAYER _____

C. IS THE TAXPAYER CERTIFIED TO PARTICIPATE IN THE FOOD STAMP PROGRAM?

/___/ YES /___/ NO /___/ DO NOT KNOW

AREA OF KNOWLEDGE - CONSUMER ECONOMICS

READING SKILLS: VOCABULARY DEVELOPMENT--COMPREHENSION--WRITING

DESIGNATOR: CE-18, T-1 AND CR-4, T-3 PART VII

PERFORMANCE OBJECTIVE: TO USE FOOD STAMPS WITH ECONOMY.

ENABLING OBJECTIVE: TO ACQUIRE BASIC INFORMATION ON BUYING AND USING FOOD STAMPS EFFECTIVELY.

DIRECTIONS: PART VII OF FOOD STAMP APPLICATION - DESIGNATED REPRESENTATIVE

1. EXPLAIN TO LEARNER THAT THIS IS ANOTHER SECTION OF THE FOOD STAMP APPLICATION.
2. LEARN WORDS FROM WORD CARDS RELATED TO PART VII.

WORDS (FOR WORD CARDS)

SITUATION	TRAVEL	SPOUSE
HOURS	DISABLED	HEAD OF THE HOUSEHOLD
BENEFITS	WORKING	COMPLETED
AUTHORIZE	FOOD STAMP PROGRAM	ITEM
SPECIFY	INTERVIEWED	REPRESENTATIVE
OTHER	APPLICATION	DESIGNATED

3. MATCH THESE WORDS TO WORDS FROM TYPED SECTION OF APPLICATION.
4. HELP LEARNER READ APPLICATION AND DECIDE ANSWERS TO QUESTIONS.
5. ASSIST LEARNER IN COMPLETING BLANKS.

CE-18, T-1 AND CR-4, T-3 PART VII

DESIGNATED REPRESENTATIVE:

THIS ITEM SHOULD BE COMPLETED ONLY BY THE HEAD OF THE HOUSEHOLD OR SPOUSE.

NEITHER MY SPOUSE NOR I CAN MAKE APPLICATION AND BE INTERVIEWED FOR THE FOOD STAMP PROGRAM BECAUSE:

/__/ MY OR OUR WORKING HOURS ARE THE SAME AS THE FOOD OFFICE HOURS.

/__/ I AM DISABLED AND CANNOT TRAVEL.

/__/ OTHER (SPECIFY)

I AUTHORIZE _____

TO MAKE APPLICATION FOR FOOD BENEFITS FOR ME. HE KNOWS MY SITUATION WELL ENOUGH TO ANSWER ANY QUESTIONS NEEDED FOR THE FOOD BENEFITS.

AREA OF KNOWLEDGE - CONSUMER ECONOMICS

READING SKILLS: VOCABULARY DEVELOPMENT--COMPREHENSION--WRITING

DESIGNATOR: CE-18, T-1 AND CE-4, T-3 PART VIII

PERFORMANCE OBJECTIVE: TO USE FOOD STAMPS WITH ECONOMY.

ENABLING OBJECTIVE: TO ACQUIRE BASIC INFORMATION ON BUYING AND USING FOOD STAMPS EFFECTIVELY.

DIRECTIONS: PART VIII OF FOOD STAMP APPLICATION - STATEMENT OF RESPONSIBILITY

1. EXPLAIN TO LEARNER THAT THIS IS ANOTHER SECTION OF FOOD STAMP APPLICATION.
2. LEARN WORDS FROM WORD CARDS RELATED TO PART VIII.

WORDS (FOR WORD CARDS)

KNOWLEDGE	INCOME	PUNISHED	PERMISSION
TRUE	REPORT	FRAUD	REPRESENTATIVE
INFORMATION	AGREE	ALABAMA	INFORMATION
SIGNATURE	CASE	UNDERSTAND	INCORRECT
WITNESS	DECISION	COOPERATE	RESPONSIBLE
SIGNED	DISSATISFIED	DEPARTMENT	STATEMENT
READ	APPEAL	VERIFIED	UNDERSTAND
CERTIFY	RIGHT	STATEMENTS	RESPONSIBILITY
LOCATION	TRUTH		

3. MATCH THESE WORDS TO WORDS FROM TYPED SECTION OF APPLICATION.
4. HELP LEARNER READ APPLICATION AND DECIDE ANSWERS TO QUESTIONS.
5. ASSIST LEARNER IN COMPLETING BLANKS.

CE-18, T-1 AND CR-4, T-3 PART VIII

STATEMENT OF RESPONSIBILITY

I UNDERSTAND THAT I AM RESPONSIBLE FOR ANY INCORRECT INFORMATION GIVEN BY MY REPRESENTATIVE AND HE HAS MY PERMISSION TO PURCHASE THE STAMPS OR OBTAIN FOOD FOR MY FAMILY. I UNDERSTAND THE STATEMENTS MADE ON THIS FORM MAY BE VERIFIED BY THIS DEPARTMENT AND I WILL COOPERATE IN SUCH VERIFICATION. I UNDERSTAND THAT ALABAMA HAS A FRAUD LAW AND I CAN BE PUNISHED FOR NOT TELLING THE TRUTH. I UNDERSTAND THAT I HAVE THE RIGHT TO APPEAL IF I AM DISSATISFIED WITH THE DECISION ON MY CASE. I AGREE TO REPORT ANY CHANGES TO THIS DEPARTMENT SUCH AS CHANGES IN INCOME, NUMBER IN THE HOUSEHOLD OR MOVING FROM ONE LOCATION TO ANOTHER. I CERTIFY THAT I HAVE READ OR HAD READ TO ME, ALL STATEMENTS ENTERED ON THIS FORM AND THAT INFORMATION GIVEN IS TRUE TO THE BEST OF MY KNOWLEDGE.

SIGNED _____
HEAD OF HOUSEHOLD OR SPOUSE

SIGNATURE OF WITNESS _____

SIGNATURE OF WITNESS _____

AREA OF KNOWLEDGE - CONSUMER ECONOMICS

READING SKILLS: VOCABULARY DEVELOPMENT

DESIGNATOR: CE-19, T-2

PERFORMANCE OBJECTIVE: TO MANAGE A HOUSEHOLD EFFICIENTLY.

ENABLING OBJECTIVE: IN GROUP DISCUSSION, TO LIST THE AREAS AND THE ARTICLES IN THE HOUSE TO BE CLEANED AND THE MOST EFFICIENT SUPPLIES AND METHODS FOR CLEANING.

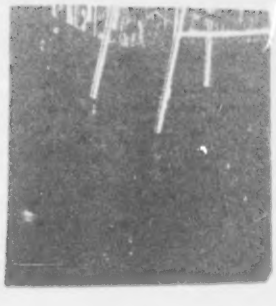
DIRECTIONS:

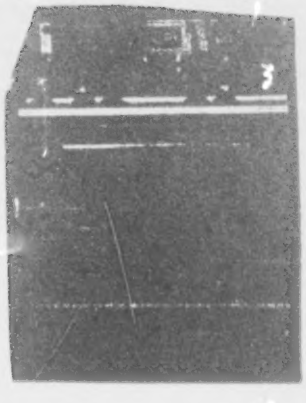
1. MATCH PICTURES WITH WORDS RELATED TO HOUSEHOLD.
2. LEARN TO READ WORDS BY USING WORD CARDS.

WORDS (FOR WORD CARDS)

DUST SCREENS	TURN MATTRESS	AMMONIA FOR OVEN
AMMONIA	STOVE	SOAPY WATER FOR SURFACE
BED	DAMP MOP	BAKING SODA WATER
DUST SPRINGS	CABINETS	SOAP OR AMMONIA
AIR	REFRIGERATOR	STORE FOOD IN TIGHT CONTAINERS
WINDOW	FLOOR	SOAP AND WATER

3. LEARN TO READ CLEANING WORDS FOR HOUSEHOLD ITEMS.
4. MATCH THESE CLEANING WORDS WITH HOUSEHOLD ITEMS - TALK ABOUT CLEANING THESE ITEMS.





RESOURCE MATERIALS

AREA OF KNOWLEDGE - CONSUMER ECONOMICS

DESIGNATOR: CE-1, T-1

Udvari, Stephen S. BUYING GUIDES. The University of Wisconsin: University Extension, 1971.

Cooperative Extension Service, Auburn, Alabama: BUYING BEEF, Leaflet, YHE-17. A NEW HAPPENING WITH FOODS, Leaflet, YHE-70. MEAL-MAKING MADE EASY, Leaflet, YHE-93. UP FRONT WITH GOOD TABLE MANNERS, YHE-114.

DESIGNATOR: CE-2, T-2

ARITHMETIC-1. Bronxville, New York: Cambridge Book Company, Inc., 1969.

Wylie, Richard E. HOW TO HANDLE MONEY (Pamphlet). Largo, Fla.: Relevant Productions, Inc., 1974.

Mooney, Thomas J. ARITHMETIC THAT WE NEED. Phoenix, N.Y.: Frank E. Richards, Publishers, 1966.

ON YOUR OWN (Accent/Family Finances) (Instructor's Book). HOW MARCIA LEARNED TO HANDLE HER OWN MONEY. San Francisco: Clarion House, 1968.

DESIGNATOR: CE-6, T-2

White, Virginia C. QUICK MEALS FOR THE FAMILY. Auburn University: Circular HE-253, Alabama Cooperative Extension Service.

LIST OF BREAKFAST FOODS I CAN GET. Auburn University: Leaflet YHE-121, Cooperative Extension Service.

DOT FOOD FUN CHART. Auburn University: Leaflet YHE-109, Cooperative Extension Service.

4 STEPS TO GOOD EATING. Auburn University: Circular HE-49, Cooperative Extension Service.

Hall, Eugene J. THE FOOD WE EAT. Washington, D.C.: Regents Publishing Company, Inc., 1969.

White, Virginia C. GOOD FOOD ON A BUDGET IN LEISURE YEARS. Auburn University: Circular HE-254, Cooperative Extension Service.

FOOD/ABC's. Montgomery, Ala.: Alabama Department of Public Health, No. A-HE-42-MCH.

Marable, Virginia H. and Dorothy Overbey. BE A GOOD SHOPPER. Auburn University: Circular HE-158, Cooperative Extension Service.

New Meat Identity Program. BE A SMARTER SHOPPER...A BETTER COOK. Chicago, Ill.: National Live Stock and Meat Board.

Marable, Virginia H. and Dorothy Overbey. When You Buy - Series: Auburn University: Cooperative Extension Service:

a. Meat - Circular HE-231
b. Ground Beef - Circular HE-232
c. Liver - Circular HE-230
d. Turkey - Circular HE-228
e. Hot Dogs - Circular HE-233
f. Luncheon Meats - Circular HE-234
g. Snacks - Circular HE-238

DESIGNATOR: CE-7, T-1

Overbey, Dorothy and Virginia H. Marable. READ THE LABEL. Auburn University: Circular HE-165, Cooperative Extension Service.

DESIGNATOR: CE-7, T-6

Overbey, Dorothy and Virginia H. Marable. DRINKS/WHICH DO YOU BUY FOR YOUR FAMILY? Auburn University: Circular HE-156, Cooperative Extension Service.

Overbey, Dorothy and Virginia H. Marable. MILK/WHICH DO YOU BUY FOR YOUR FAMILY. Auburn University: Circular HE-154.

Thurston, Faye Culver and Fariss Prickett. HOW TO MIX NONFAT DRY MILK. Auburn University: Circular HE-30, Cooperative Extension Service.

Marable, Virginia H. and Dorothy Overbey. HOW TO STORE MILK. Auburn University: Circular HE-175, Cooperative Extension Service.

DESIGNATOR: CE-8, T-1

Overbey, Dorothy and Virginia H. Marable. READ THE LABEL. Auburn University: Circular HE-165, Cooperative Extension Service.

Overbey, Dorothy. LABELS-ARE THE WINDOWS OF CANS. Auburn University: Leaflet YHE-[illegible], Cooperative Extension Service.

Downey, Isabelle. WISE METHODS OF CANNING VEGETABLES. Auburn University: Circulary HE-19, Cooperative Extension Service.

Downey, Isabelle. SUMMER THE YEAR ROUND WITH FROZEN VEGETABLES. Auburn University: Circular HE-16A, Cooperative Extension Service.

Jones, Ralph R. USING ALABAMA PEACHES. Auburn University: Circular P-63, Cooperative Extension Service.

DESIGNATOR: CE-8, T-5

4 STEPS TO GOOD EATING. Auburn University: Circular HE-49, Cooperative Extension Service.

White, Virginia C. QUICK 'N EASY EGG CASSEROLE. Auburn University: Leaflet YHE-127, Cooperative Extension Service.

Overbey, Dorothy. BUYING FOODS FOR THE FAMILY. Auburn University: Circular HE-10, Cooperative Extension Service.

Marable, Virginia H. and Dorothy Overbey. BE A GOOD SHOPPER. Auburn University: Circular HE-158, Cooperative Extension Service.

Marable, Virginia H. and Dorothy Overbey. HOW TO BUY POTATOES. Auburn University: Circular HE-243, Cooperative Extension Service.

White, Virginia C. A NEW HAPPENING WITH FOODS. Auburn University: Leaflet YHE-79, Cooperative Extension Service.

Downey, Isabelle, LOW COST RECIPES USING CANNED OR DRIED FRUITS. Auburn University: Circular HE-112, Cooperative Extension Service.

NUTRITIVE VALUES OF FOODS. U.S. Department of Agriculture: Home and Garden Bulletin No. 72, Washington, D.C.: U.S. Government Printing Office, 1965.

DESIGNATOR: CE-11, T-1

ABOUT ME AND MY MONEY (Part 1). The University of Wisconsin: University Extension, 1970.

Henney, R. Lee. SYSTEM FOR SUCCESS-BOOK 1. Chicago: Follett Educational Corporation, 1965.

Prickett, Fariss. MAKE MEALTIME A HAPPY TIME. Auburn University: Circular HE-91, Cooperative Extension Service.

Overbey, Dorothy. WHEN YOU BUY SNACKS. Auburn University: Leaflet YHE-131, Cooperative Extension Service.

DESIGNATOR: CE-12, T-3

Peavy, Alice. PICTURES, HANG THEM RIGHT. Auburn University: Leaflet YHE-7, Cooperative Extension Service.

DESIGNATOR: CE-15, T-2

Bryan, Elizabeth. THIS IS THE WAY TO WRITE A CHECK. Auburn University: Circular HE-151, Cooperative Extension Service.

Bryan, Elizabeth. HOW TO WRITE A CHECK. Auburn University: Circular HE-82, Cooperative Extension Service.

DESIGNATOR: CE-16, T-1

Bryan, Elizabeth. REASONS FOR AND AGAINST CREDIT. Auburn University: Circular HE-59, Cooperative Extension Service.

Bohlman, Herbert and Bohlman, Edna. UNDERSTANDING CONSUMER CREDIT. Educational Opportunities Division, Follett Educational Corporation, Chicago, 1968.

Bohlman, H., Bohlman E., Bohlman, H. INSTRUCTOR'S GUIDE FOR THE ACCENT/ CONSUMER. Follett Educational Corporation, Chicago, 1970.

DESIGNATOR: CE-16, T-8

Bryan, Elizabeth. YOUR FAMILY RECORDS. Auburn University: Circular HE-1, Cooperative Extension Service.

Maley, Charles and Feinstein, Lloyd. BOOK 1, IT'S YOUR MONEY. Steck-Vaughn Company, Austin, Texas, 1973.

DESIGNATOR: CE-17, T-1

Humphrey, Kenneth. BE INFORMED ON SOCIAL SECURITY AND PERSONAL INSURANCE. New Readers Press, Box 131, Syracuse, N.Y. 13210.

DESIGNATOR: CE-18, T-1

FOOD STAMP HANDBOOK FOR VOLUNTEERS. Food and Nutrition Service, U.S. Department of Agriculture, 1100 Spring St., N.W., Atlanta, Georgia 30309.

DESIGNATOR: CE-19, T-2

DESIGN IN YOUR HOME. Auburn University: Circular HE-144, Cooperative Extension Service.

A CLEAN HOUSE IS IMPORTANT. PA-739. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

WHEN TO DO HOUSE CLEANING JOBS. PA-734, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

WHAT TO USE TO CLEAN YOUR HOUSE. PA-730. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Bryan, Elizabeth and Marable, Virginia. AFTER YOU EAT, CLEAN THE KITCHEN. Auburn University: Circular HE-85, Cooperative Extension Service.

ADULT
COMPETENCY
EDUCATION

Community Resources Module

AREA OF KNOWLEDGE - COMMUNITY RESOURCES

COMMUNITY RESOURCE MODULES

DESIGNATOR SYSTEM: THOSE PERFORMANCE OBJECTIVES RELATED DIRECTLY TO COMMUNITY RESOURCES ARE DESIGNATED "CR" FOLLOWED BY A NUMBER. THE TASKS (ENABLING OBJECTIVES) FOLLOW THE OBJECTIVES WITH THE LETTER "T" USED AS THE TASK DESIGNATOR, AND THEN FOLLOWED BY THE NUMBER OF THE TASK FOR THAT OBJECTIVE. THUS, THE DESIGNATOR CODE "CR-1, T-1" MEANS COMMUNITY RESOURCES PERFORMANCE OBJECTIVE ONE, TASK ONE. THE SUBSET TRANSPORTATION, AS A PART OF COMMUNITY RESOURCES, EMPLOYS THE DESIGNATOR CODE "CR ST- , T- ". THUS, THE DESIGNATOR CODE "CR ST-1, T-1" MEANS COMMUNITY RESOURCES SUBSET TRANSPORTATION PERFORMANCE OBJECTIVE ONE, TASK ONE.

COMPETENCY-BASED ADULT EDUCATION:

GOALS AND OBJECTIVES

COMMUNITY RESOURCES

GOAL: To understand that community resources, including transportation systems, are utilized by individuals in society in order to obtain a satisfactory mode of living.

OBJECTIVES:

1. To build an oral and written vocabulary pertaining to community resources and to define community resources in terms of (a) services to community members and (b) services to persons outside the community or non-self-supporting members of society (unemployed, criminals, insane, etc.).

2. To know the types of community services provided for members of society including the purposes of and how to gain access to these services.

3. To understand how and when to apply for community services, such as Social Security and Medicare.

4. To know various recreational services available in the community.

5. To be able to utilize information services of the community.

6. To be aware of the people and agencies in the community whose job it is to register and act upon citizen complaints.

SUBSET: TRANSPORTATION

OBJECTIVES:

7. To build an oral and written vocabulary of transportation terms, including car insurance terms.

8. To be able to recognize and utilize signs related to transportation needs.

9. To develop a familiarity with transportation schedules, and to calculate fares.

10. To be able to find and utilize information facilities.

11. To learn the use of maps relating to travel needs.

12. To recognize time zone boundaries and understand the concept of daylight savings time.

13. To request information on and make verbal and written travel and overnight accommodations/reservations.

14. To understand the relationship between transportation and public problems.

15. To understand driving regulations, including safety, courtesy, and rules such as having a driver's license, car license plates, etc.

CROSS REFERENCE OF READING SKILLS

PRE-READING

CR-1, T-3 (a)
CR-6, T-1
CR-6, T-2
CR ST-2, T-3 (a)
CR ST-2, T-3 (b)

WORD ATTACK

CR-1, T-2 (b)
CR-6, T-1
CR-6, T-2
CR ST-1, T-2

VOCABULARY DEVELOPMENT

CR-1, T-3 (a)
CR-1, T-3 (b)
CR-2, T-1
CR-2, T-2
CR-6, T-5 (a)
CR-6, T-5 (b)
CR ST-1, T-1
CR ST-1, T-2
CR ST-2, T-3 (a)
CR ST-2, T-3 (b)
CR ST-5, T-4 (a)
CR ST-5, T-4 (b)
CR ST-5, T-4 (c)
CR ST-7, T-1

COMPREHENSION

CR-1, T-1
CR-1, T-2 (a)
CR-2, T-1
CR-2, T-2
CR-2, T-4
CR-5, T-3
CR-6, T-5 (a)
CR-6, T-5 (c)
CR ST-5, T-4 (a)
CR ST-5, T-4 (b)
CR ST-5, T-4 (c)
CR ST-7, T-1

STUDY SKILLS

CR-1, T-2 (a)
CR-6, T-5 (d)

WRITING

CR-1, T-1

AREA OF KNOWLEDGE - COMMUNITY RESOURCES

READING SKILLS: COMPREHENSION--WRITING

DESIGNATOR: CR-1, I-1

PERFORMANCE OBJECTIVE: TO BUILD AN ORAL AND WRITTEN VOCABULARY PERTAINING TO COMMUNITY RESOURCES AND TO DEFINE COMMUNITY RESOURCES IN TERMS OF (A) SERVICES TO COMMUNITY MEMBERS AND (B) SERVICES TO PERSONS OUTSIDE THE COMMUNITY OR NON-SELF-SUPPORTING MEMBERS OF SOCIETY (UNEMPLOYED, CRIMINALS, INSANE, ETC.).

ENABLING OBJECTIVE: TO LEARN NAMES OF COMMUNITY AGENCIES AND UNDER WHICH CATEGORY THEY FIT.

DIRECTIONS:

1. USING THE TELEPHONE BOOK, TO LOCATE AT LEAST ONE AGENCY WHICH WILL FIT UNDER EACH CATEGORY.

EDUCATION	SENIOR CITIZENS
LIBRARIES	HOUSING
HEALTH SERVICES	WELFARE
REHABILITATION	GENERAL SERVICES

2. HAVE THE LEARNER WRITE THE NAME, ADDRESS AND PHONE NUMBER OF THE AGENCY.

AREA OF KNOWLEDGE - COMMUNITY RESOURCES

READING SKILLS: COMPREHENSION--STUDY SKILLS

DESIGNATOR: CR-1, T-2 (a)

PERFORMANCE OBJECTIVE: TO BUILD AN ORAL AND WRITTEN VOCABULARY PERTAINING TO COMMUNITY RESOURCES AND TO DEFINE COMMUNITY RESOURCES IN TERMS OF (A) SERVICES TO COMMUNITY MEMBERS AND (B) SERVICES TO PERSONS OUTSIDE THE COMMUNITY OR NON-SELF-SUPPORTING MEMBERS OF SOCIETY (UNEMPLOYED, CRIMINALS, INSANE, ETC.).

ENABLING OBJECTIVE: TO LOCATE AND LIST SOME COMMUNITY RESOURCES AS A REFERENCE.

DIRECTIONS:

1. LOCATE THE LISTED AGENCIES IN TELEPHONE BOOK.
2. WRITE THE NAME AND ADDRESS FOR EACH AGENCY.
3. GIVE LIST TO LEARNER TO KEEP BY TELEPHONE.
4. LOCATE THESE AGENCIES ON A LOCAL MAP FOR LEARNER.

COUNTY HEALTH DEPARTMENT

ADDRESS _____

PHONE _____

SOCIAL SECURITY OFFICE

ADDRESS _____

PHONE _____

FOOD STAMP OFFICE

ADDRESS _____

PHONE _____

CR-1, T-2 (a)

POLICE

ADDRESS _____

PHONE _____

FIRE STATION

ADDRESS _____

PHONE _____

WELFARE DEPARTMENT

ADDRESS _____

PHONE _____

AMBULANCE SERVICE

ADDRESS _____

PHONE _____

EMPLOYMENT SERVICE

ADDRESS _____

PHONE _____

VETERANS AFFAIRS

ADDRESS _____

PHONE _____

CHILD CARE CENTER

ADDRESS _____

PHONE _____

EMERGENCY NUMBER _____ PHONE _____

AREA OF KNOWLEDGE - COMMUNITY RESOURCES

READING SKILLS: WORD ATTACK

DESIGNATOR: CR-1, T-2 (b)

PERFORMANCE OBJECTIVE: TO BUILD AN ORAL AND WRITTEN VOCABULARY PERTAINING TO COMMUNITY RESOURCES AND TO DEFINE COMMUNITY RESOURCES IN TERMS OF (A) SERVICES TO COMMUNITY MEMBERS AND (B) SERVICES TO PERSONS OUTSIDE THE COMMUNITY OR NON-SELF-SUPPORTING MEMBERS OF SOCIETY (UNEMPLOYED, CRIMINALS, INSANE, ETC.).

ENABLING OBJECTIVE: TO READ COMMUNITY RESOURCE WORDS AND USE THEM IN SENTENCES.

DIRECTIONS:

1. LEARN THESE COMMUNITY AGENCIES BY USING THE WORD CARDS.

WORDS (FOR WORD CARDS)

COUNTY HEALTH DEPARTMENT	FIRE STATION	EMERGENCY NUMBER
POLICE	POST OFFICE	EMPLOYMENT SERVICE
FOOD STAMP OFFICE	WELFARE DEPARTMENT	CHILD CARE CENTER
SOCIAL SECURITY	AMBULANCE SERVICE	VETERANS AFFAIRS

2. USE THE WORD CARDS AND SELECT THE CORRECT WORD TO FILL IN THE BLANKS IN THE SENTENCES.

3. READ COMPLETED SENTENCES.

A. IF YOUR HOUSE WAS BURNING, YOU SHOULD CALL THE _____ _____. (FIRE STATION)

B. CALL THE _____ IF SOMEONE BREAKS INTO YOUR HOUSE. (POLICE)

C. YOU CAN PURCHASE STAMPS FROM THE _____ _____ OFFICE TO HELP YOU BUY FOOD AT THE GROCERY STORE. (FOOD STAMP)

D. _____ OFFERS BENEFITS FOR RETIRED WORKING PEOPLE AT A CERTAIN AGE. (SOCIAL SECURITY)

E. YOU CAN GET IMMUNIZATION SHOTS AT THE _____ _____ _____. (COUNTY HEALTH DEPARTMENT)

F. THE _____ IS WHERE YOU BUY STAMPS AND MAIL LETTERS. (POST OFFICE)

G. THE _____ OFFERS HELP IN BOTH MONEY AND COUNSELING. (WELFARE DEPARTMENT)

H. IT IS GOOD TO HAVE AN _____ TO TRANSPORT SICK OR INJURED PEOPLE. (AMBULANCE SERVICE)

I. THE LOCAL _____ _____ IS 911. (EMERGENCY NUMBER)

J. THE _____ _____ CAN HELP YOU FIND A JOB. (EMPLOYMENT SERVICE)

K. A GOOD _____ IS NECESSARY FOR A WORKING MOTHER. (CHILD CARE CENTER)

L. THE _____ HANDLE PROBLEMS FOR PEOPLE RELATED TO THEIR MILITARY SERVICE. (VETERANS AFFAIRS)

AREA OF KNOWLEDGE - COMMUNITY RESOURCES

READING SKILLS: PRE-READING--VOCABULARY DEVELOPMENT

DESIGNATOR: CR-1, T-3 (a)

PERFORMANCE OBJECTIVE: TO BUILD AN ORAL AND WRITTEN VOCABULARY PERTAINING TO COMMUNITY RESOURCES AND TO DEFINE COMMUNITY RESOURCES IN TERMS OF (A) SERVICES TO COMMUNITY MEMBERS AND (B) SERVICES TO PERSONS OUTSIDE THE COMMUNITY OR NON-SELF-SUPPORTING MEMBERS OF SOCIETY (UNEMPLOYED, CRIMINALS, INSANE, ETC.).

ENABLING OBJECTIVES: TO LEARN COMMON ABBREVIATIONS FOR COMMUNITY RESOURCES.

DIRECTIONS:

1. READ AND DISCUSS MEANING OF EACH INITIAL FOR THE AGENCIES.

WORDS (FOR WORD CARDS)

OEO - OFFICE OF ECONOMIC OPPORTUNITY

U.S. - UNITED STATES

PTA - PARENT AND TEACHER ASSOCIATION

DPS - DEPARTMENT OF PENSIONS AND SECURITY

SSI - SUPPLEMENTAL SECURITY INCOME

NAACP - NATIONAL ASSOCIATION FOR ADVANCEMENT OF COLORED PEOPLE

VA - VETERANS AFFAIRS

BBB - BETTER BUSINESS BUREAU

AA - ALCOHOLICS ANONYMOUS

AMA - AMERICAN MEDICAL ASSOCIATION

HUD - HOUSING AND URBAN DEVELOPMENT

CR-1, T-3 (a)

2. MATCH INITIALS TO CORRECT WORDS.

(1)	OEO_____	A. UNITED STATES
(2)	U.S._____	B. HOUSING AND URBAN DEVELOPMENT
(3)	PTA_____	C. NATIONAL ASSOCIATION FOR ADVANCEMENT OF COLORED PEOPLE
(4)	DPS_____	D. OFFICE OF ECONOMIC OPPORTUNITY
(5)	SSI_____	E. PARENT AND TEACHER ASSOCIATION
(6)	NAACP_____	F. AMERICAN MEDICAL ASSOCIATION
(7)	VA_____	G. ALCOHOLICS ANONYMOUS
(8)	BBB_____	H. SUPPLEMENTAL SECURITY INCOME
(9)	AA_____	I. DEPARTMENT OF PENSIONS AND SECURITY
(10)	AMA_____	J. VETERANS AFFAIRS
(11)	HUD_____	K. BETTER BUSINESS BUREAU

AREA OF KNOWLEDGE - COMMUNITY RESOURCES

READING SKILLS: VOCABULARY DEVELOPMENT

DESIGNATOR: CR-1, T-3 (b)

PERFORMANCE OBJECTIVE: TO BUILD AN ORAL AND WRITTEN VOCABULARY PERTAINING TO COMMUNITY RESOURCES AND TO DEFINE COMMUNITY RESOURCES IN TERMS OF (A) SERVICES TO COMMUNITY MEMBERS AND (B) SERVICES TO PERSONS OUTSIDE THE COMMUNITY OR NON-SELF-SUPPORTING MEMBERS OF SOCIETY (UNEMPLOYED, CRIMINALS, INSANE, ETC.).

ENABLING OBJECTIVE: TO LEARN COMMON ABBREVIATIONS FOR COMMUNITY AGENCIES.

DIRECTIONS:

1. READ AND STUDY INFORMATION ON AGENCY ABBREVIATIONS.

WORDS (FOR WORD CARDS)

OEO -- OFFICE OF ECONOMIC OPPORTUNITY

HUD -- HOUSING AND URBAN DEVELOPMENT

AA -- ALCOHOLICS ANONYMOUS

AMA -- AMERICAN MEDICAL ASSOCIATION

BBB -- BETTER BUSINESS BUREAU

VA -- VETERANS AFFAIRS

SSI -- SUPPLEMENTAL SECURITY INCOME

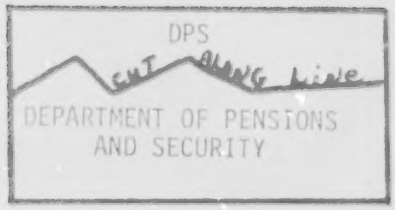
DPS -- DEPARTMENT OF PENSIONS AND SECURITY

NAACP -- NATIONAL ASSOCIATION FOR ADVANCEMENT OF COLORED PEOPLE

PTA -- PARENT AND TEACHER ASSOCIATION

US -- UNITED STATES

2. USING WORDS FOR WORD CARDS, MATCH PUZZLE PIECES CORRECTLY TO MATCH AGENCY NAME WITH CORRECT ABBREVIATION. EXAMPLE:



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AREA OF KNOWLEDGE - COMMUNITY RESOURCES

READING SKILLS: VOCABULARY DEVELOPMENT--COMPREHENSION

DESIGNATOR: CR-2, T-1

PERFORMANCE OBJECTIVE: TO DELINEATE THE KINDS OF SERVICES PROVIDED ON FEDERAL, STATE AND LOCAL (CITY OR COUNTY) LEVELS FOR SELF-SUPPORTING AND NON-SELF-SUPPORTING MEMBERS OF SOCIETY.

ENABLING OBJECTIVE: TO LEARN ABOUT SERVICES PROVIDED BY VARIOUS AGENCIES.

DIRECTIONS:

1. LEARN TO READ AGENCY AND SERVICE WORD CARDS.

WORDS (FOR WORD CARDS)

VETERANS AFFAIRS

COUNTY HEALTH DEPARTMENT

VETERAN AND DEPENDENT BENEFITS

IMMUNIZATIONS, MATERNITY CLINICS, VD CLINICS, CHILD HEALTH

NEEDY, BLIND, AGED, DISABLED, DEPENDENT CHILDREN, FOOD STAMPS

UNEMPLOYMENT INSURANCE BENEFITS

DEPARTMENT OF PENSIONS AND SECURITY

ALABAMA STATE UNEMPLOYMENT COMPENSATION

2. MATCH THE CORRECT SERVICE TO THE CORRECT AGENCY USING WORD CARDS.

VETERANS AFFAIRS - VETERAN AND DEPENDENT BENEFITS

ALABAMA STATE UNEMPLOYMENT COMPENSATION - UNEMPLOYMENT INSURANCE BENEFITS

COUNTY HEALTH DEPARTMENT - IMMUNIZATIONS, MATERNITY CLINICS, VD CLINICS, CHILD HEALTH

DEPARTMENT OF PENSIONS AND SECURITY - NEEDY, BLIND, AGED, DISABLED, DEPENDENT CHILDREN, FOOD STAMPS

AREA OF KNOWLEDGE - COMMUNITY RESOURCES

READING SKILLS: VOCABULARY DEVELOPMENT--COMPREHENSION

DESIGNATOR: CR-2, T-2

PERFORMANCE OBJECTIVE: TO DELINEATE THE KINDS OF SERVICES PROVIDED ON FEDERAL, STATE AND LOCAL (CITY OR COUNTY) LEVELS FOR SELF-SUPPORTING AND NON-SELF-SUPPORTING MEMBERS OF SOCIETY.

ENABLING OBJECTIVE: TO LEARN SERVICES OF VARIOUS COMMUNITY AGENCIES.

DIRECTIONS:

1. READ THE PARAGRAPHS ABOUT THE COMMUNITY AGENCIES. DISCUSS THEM. HELP LEARNER WITH ANY NEW AND/OR DIFFICULT WORDS.

DEPARTMENT OF PENSIONS AND SECURITY:

ADMINISTERS PUBLIC ASSISTANCE TO THE NEEDY, BLIND, AGED, TOTALLY AND PERMANENTLY DISABLED, AS WELL AS TO DEPENDENT CHILDREN AND THEIR FAMILIES. A FOOD STAMP PROGRAM IS ALSO ADMINISTERED BY THE DEPARTMENT.

COUNTY HEALTH DEPARTMENT:

THE HEALTH DEPARTMENT WORKS TO PROTECT THE HEALTH OF COMMUNITIES IN THE COUNTY. THE HEALTH DEPARTMENT WORKS TO PREVENT AND CONTROL COMMUNICABLE DISEASES. OTHER SERVICES AVAILABLE MAY BE: IMMUNIZATION, MATERNITY CLINICS, VD CLINICS, AND CHILD HEALTH CLINICS.

ALABAMA STATE UNEMPLOYMENT COMPENSATION:

PAY UNEMPLOYMENT INSURANCE BENEFITS TO ELIGIBLE UNEMPLOYED WORKERS.

VETERANS AFFAIRS:

ASSIST VETERANS AND THEIR DEPENDENTS IN OBTAINING BENEFITS FROM THE VETERANS ADMINISTRATION AND OTHER GOVERNMENT AGENCIES THAT ADMINISTER BENEFITS WHICH ARE VETERAN RELATED.

2. HAVE LEARNER DISCUSS SERVICES OF EACH AGENCY.

3. HAVE LEARNER WRITE PARAGRAPH ABOUT SERVICES OF AGENCIES.

AREA OF KNOWLEDGE - COMMUNITY RESOURCES

READING SKILLS: COMPREHENSION

DESIGNATOR: CR-2, T-4

PERFORMANCE OBJECTIVE: TO DELINEATE THE KINDS OF SERVICES PROVIDED ON FEDERAL, STATE AND LOCAL (CITY OR COUNTY) LEVELS FOR SELF-SUPPORTING AND NON-SELF-SUPPORTING MEMBERS OF SOCIETY.

ENABLING OBJECTIVE: TO LEARN WHERE ONE CAN GO FOR FREE SERVICES.

DIRECTIONS:

1. THINK TOGETHER WHERE ONE CAN GO TO GET SERVICES IF ONE CAN NO LONGER PROVIDE HIS/HER OWN SUPPORT.
2. WRITE A LIST OF ALL AGENCIES LEARNER CAN THINK OF, SPELLING WORDS AS YOU GO.
3. LEARN TO READ AGENCIES LISTED FROM WORD CARDS.

WORDS (FOR WORD CARDS)

VOCATIONAL REHABILITATION SERVICE	LEGAL AID SOCIETY	RED CROSS
PUBLIC HOUSING AUTHORITY	CHURCHES	SALVATION ARMY
UNEMPLOYMENT COMPENSATION	TRAVELERS AID	WELFARE DEPARTMENT
VETERANS AFFAIRS		

4. MATCH WORD CARDS TO AGENCIES LISTED. NOTE LETTERS AND VERBALLY CALL THEM.
5. READ NAMES OF AGENCIES LISTED AND SERVICES PROVIDED.

WELFARE DEPARTMENT:

PUBLIC ASSISTANCE TO THE NEEDY, BLIND, AGED, DISABLED AND DEPENDENT CHILDREN. FOOD STAMPS ARE ALSO PROVIDED THROUGH THIS OFFICE.

UNEMPLOYMENT COMPENSATION:

PAYS UNEMPLOYMENT INSURANCE TO ELIGIBLE UNEMPLOYED WORKERS.

SALVATION ARMY:

PROVIDES FAMILY WELFARE SERVICES, COUNSELING, AND TEMPORARY LODGING AND MEALS.

RED CROSS:

SERVICES FOR MEMBERS OF ARMED FORCES. EMERGENCY ASSISTANCE IN TIME OF DISASTER. MAINTAINS A BLOOD BANK.

VETERANS AFFAIRS:

HELPS VETERANS AND THEIR DEPENDENTS GET BENEFITS FROM VETERANS ADMINISTRATION.

TRAVELERS AID:

HELPS PROVIDE TRANSPORTATION FOR TRANSIENT PEOPLE WHO HAVE PROBLEMS.

CHURCHES:

SOME CHURCHES OR GROUPS OF CHURCHES PROVIDE EMERGENCY MONEY FOR PEOPLE.

LEGAL AID SOCIETY:

PROVIDES FULL-TIME LAWYERS TO HELP WITH LEGAL AFFAIRS OF THOSE WHO CAN'T PAY.

PUBLIC HOUSING AUTHORITY:

PROVIDES LOW-RENT HOUSING TO PEOPLE WHO QUALIFY; BASED ON NEED.

VOCATIONAL REHABILITATION SERVICE:

SERVICES TO ELIGIBLE HANDICAPPED ADULTS AGE 16 AND ABOVE. MEDICAL AND VOCATIONAL EVALUATION.

AREA OF KNOWLEDGE - COMMUNITY RESOURCES

READING SKILLS: COMPREHENSION

DESIGNATOR: CR-5, T-3

PERFORMANCE OBJECTIVE: TO BE AWARE OF SELF-IMPROVEMENT AND COMMUNITY SUPPORT PLACES AND ORGANIZATIONS AVAILABLE IN THE COMMUNITY FOR THE INDIVIDUAL'S USE.

ENABLING OBJECTIVE: TO LEARN WHAT IS INVOLVED IN TAKING THE GED (GENERAL EDUCATIONAL DEVELOPMENT) TEST.

DIRECTIONS:

1. READ INFORMATION TO LEARNER ON THE GED TEST.

2. LOCATE LOCAL TESTING SITE FOR LEARNER.

3. DISCUSS TEST-TAKING TIPS WITH LEARNER.

4. MENTALLY PREPARE THE LEARNER BEFORE HE/SHE TAKES THE TEST. HELP TO MAKE THEM CONFIDENT THAT THEY CAN PASS THE TEST.

GED TEST-TAKING TIPS

A. READ THE DIRECTIONS CAREFULLY ON EACH SECTION OF THE TESTS.

B. DO NOT EXPECT TO ANSWER ALL THE QUESTIONS ON THE TEST. MANY PEOPLE DO NOT FINISH THE TESTS.

C. ANSWER THE QUESTIONS THAT YOU ARE SURE OF FIRST, THEN GO BACK TO THE MORE DIFFICULT ONES.

D. DO TRY TO MARK AN ANSWER FOR ALL QUESTIONS. MAKE AN INTELLIGENT GUESS RATHER THAN LEAVE A QUESTION BLANK.

E. ALL ANSWERS ARE RECORDED ON AN ANSWER SHEET.

5. OBTAIN FOR LEARNER THE INSTRUCTIONAL GUIDE FOR GED WHICH IS AVAILABLE FROM THE ADULT BASIC EDUCATION SECTION OF THE STATE DEPARTMENT OF EDUCATION.

6. TEACH LEARNER TO FILL OUT APPLICATION FORM TO APPLY FOR GED CERTIFICATE.

CR-5, T-3

INFORMATION ON THE GED TEST

A. THE HIGH SCHOOL EQUIVALENCY CERTIFICATE IS A LEGAL EQUIVALENT IN MOST STATES TO A HIGH SCHOOL DIPLOMA.

B. ADULTS CAN PREPARE TO TAKE THE GED TEST IN AN ADULT BASIC EDUCATION CLASS.

C. TO TAKE THE GED TEST, AN ADULT MUST BE 18 YEARS OF AGE AND NOT ENROLLED IN A PUBLIC SCHOOL.

D. THE GED TEST CONSISTS OF FIVE SUBJECT AREAS:

(1) CORRECTNESS AND EFFECTIVENESS OF EXPRESSION (ENGLISH GRAMMAR AND USAGE).

(2) INTERPRETATION OF READING MATERIALS IN THE SOCIAL SCIENCES.

(3) INTERPRETATION OF READING MATERIALS IN THE NATURAL SCIENCES.

(4) INTERPRETATION OF LITERARY MATERIALS.

(5) GENERAL MATHEMATICAL ABILITY.

E. EACH PART OF THE TEST LASTS ABOUT TWO HOURS.

F. THE TEST IS USUALLY GIVEN OVER A PERIOD OF A DAY AND A HALF.

G. ALL QUESTIONS ON THE GED TEST ARE MULTIPLE CHOICE.

H. IN ALABAMA, THE TESTS ARE ADMINISTERED AT 41 TESTING SITES. THIS INFORMATION IS AVAILABLE FROM THE ALABAMA STATE DEPARTMENT OF EDUCATION.

I. A FEE OF $12.00 IS CHARGED TO TAKE THE GED TEST.

J. TO PASS THE GED TEST AND OBTAIN A CERTIFICATE, AN ADULT MUST SCORE AT LEAST 35 ON EACH PART OF THE TEST OR AVERAGE 45 FOR ALL FIVE PARTS OF THE TEST.

K. THERE ARE FIVE PARTS OF THE GED TEST, ONCE YOU PASS A PART YOU DO NOT HAVE TO TAKE THAT PART AGAIN.

CR-5, T-3

ALABAMA DEPARTMENT OF EDUCATION
DIVISION OF INSTRUCTION

ALL SECTIONS OF THIS FORM (FRONT AND BACK) MUST BE COMPLETED

APPLICATION FOR CERTIFICATE OF HIGH SCHOOL EQUIVALENCY

FOR OFFICE USE ONLY

CERTIFICATE NUMBER

APPROVED BY

_____, 19____

I hereby apply for an Alabama Certificate of High School Equivalency. I submit required data in the following Sections I, II, III, IV and V, and hereby certify that the information given is true and correct according to my best knowledge and belief.

FINGER PRINT

RIGHT INDEX FINGER

( ) MR. ( ) MRS. ( ) MISS _____ SIGN FULL NAME

_____ Social Security Account Number

_____ Driver's License Number _____ State

SECTION I. GENERAL INFORMATION

1. Name _____ Print or type name as desired on certificate _____ Birth Date _____ Age

2. Mailing Address _____ Home or box number, street or route, APO, FPO _____ City _____ County _____ State _____ Zip _____ Phone

Home Address _____ City _____ State _____ Zip Code

3. Sex _____ M/F Race _____ White, Black, Other Marital Status _____ Number of Children _____

SECTION II. GED TEST SCORES

Form _____ Test Scoring Date _____ Date Reported _____

	Standard Score	Percentile Rank For U. S.
Test 1. Correctness and effectiveness of expression		
Test 2. Interpretation of reading materials in the social studies		
Test 3. Interpretation of reading materials in the natural sciences		
Test 4. Interpretation of literary materials		
Test 5. General mathematical ability		
Average Standard Score		

CERTIFICATE OF IDENTIFICATION

I hereby certify that this applicant has been identified to be the person named on this application.

(Signed)_____

Official Title_____

Testing Agency_____

CENTER CODE

CR-5, T-3

SECTION III. LEGAL RESIDENT STATUS

1. Have you been a civilian resident of Alabama for the last 90 days? _____ If yes, give date of civilian residence.

From _____ To _____
Month Day Year Month Day Year

2. Are you a registered voter of Alabama?

SECTION IV. MILITARY SERVICE RECORD

(Applicable to veterans and service personnel)

1. Date entered service _____ Date discharged _____
Month Day Year Month Day Year

2. Serial number _____

SECTION V. EDUCATIONAL RECORD

1. Schools Attended	City and State	Dates	Highest Grade Completed
		From _____ To _____	
		From _____ To _____	
		From _____ To _____	

2. Have you taken the high school equivalency test before? _____ If yes, where and when did you take the test?

Place _____ Date _____

Please circle the part of the test which you wish to take:

1 2 3 4 5

The report of my previous test scores has been ( ), or will be ( ) sent to you.

What study method did you use to prepare for this test?
(Circle number below)

1. Adult Class
2. Home Study
3. Private Tutor
4. High School
5. Armed Forces
6. College Training
7. Other

What is your approximate family income level?
(Circle number below)

1. $0 - $4500
2. $4,501 - $9,000
3. $9,001 - $12,000
4. $12,001 plus

Please give the name and address of person who will always know your whereabouts:

Name _____

House or box Number, street or route _____

City State Zip Code

What is your reason for taking this test. (Circle number below)

1. Self satisfaction
2. To get a job
3. To get a promotion
4. Go to college or trade school
5. Help children in their work
6. Other

Are you taking the GED examination to qualify for any type of educational training beyond a grade twelve? _____ (Circle number below)
yes/no

1. College
2. Technical School
3. Junior college
4. Other (Please list)

561810-11365-6M 10-FOR-20P3-4-TSAL

AREA OF KNOWLEDGE - COMMUNITY RESOURCES

READING SKILLS: PRE-READING--WORD ATTACK

DESIGNATOR: CR-6, T-1

PERFORMANCE OBJECTIVE: TO BE ABLE TO UTILIZE INFORMATIONAL ASPECTS OF THE COMMUNITY FOR LOCATING PLACES, SHOPPING, ETC.

ENABLING OBJECTIVE: TO LEARN THE CONCEPT OF ALPHABETIZING.

DIRECTIONS:

1. LEARN LETTERS OF ALPHABET IN ORDER AND WORDS BEGINNING WITH EACH LETTER FROM WORD CARDS.

WORDS (FOR WORD CARDS).

A - APPLE	H - HAND	O - OLIVE	V - VALLEY
B - BIRD	I - IN	P - PAN	W - WING
C - CUP	J - JUMPING	Q - QUARTER	X - X-RAY
D - DISH	K - KICKING	R - RIVER	Y - YELLS
E - EGG	L - LEG	S - SNAKE	Z - ZIPPER
F - FISH	M - MAN	T - TENT	
G - GIRL	N - NECK	U - UP	

2. MIX UP CARDS AND LET LEARNER PUT IN ALPHABETICAL ORDER.

3. HAVE LEARNER FILL IN MISSING LETTERS OF WORDS AND READ WORD.

A - APP__E	H - __AND	O - OLIV__	V - VAL__EY
B - B__RD	I - I__	P - __AN	W - WI__G
C - C__P	J - JUMP__NG	Q - QUA__TER	X - X-R__Y
D - DI__H	K - K__CKING	R - R__VER	Y - YELL__
E - __GG	L - L__G	S - SNAK__	Z - ZIP__ER
F - FIS__	M - __AN	T - TEN__	
G - G__RL	N - NE__K	U - __P	

AREA OF KNOWLEDGE - COMMUNITY RESOURCES

READING SKILLS: PRE-READING--WORD ATTACK

DESIGNATOR: CE-6, T-2

PERFORMANCE OBJECTIVE: TO BE ABLE TO UTILIZE INFORMATIONAL ASPECTS OF THE COMMUNITY FOR LOCATING PLACES, SHOPPING, ETC.

ENABLING OBJECTIVE: TO LOCATE A SPECIFIC NAME IN THE TELEPHONE BOOK.

DIRECTIONS:

1. ASK LEARNER TO EXAMINE A PAGE FROM THE TELEPHONE BOOK. NOTE FROM GUIDE WORDS AT THE TOP OF THE PAGE WHICH WORDS THIS PAGE CONTAINS.
2. ASK LEARNER TO COPY GUIDE WORDS.
3. HAVE LEARNER COPY A WORD WHICH BEGINS WITH THE SAME LETTER OF THE GUIDE WORDS.
4. THE INSTRUCTOR WILL SELECT SEVERAL WORDS FOR THE LEARNER TO LOCATE FROM THE TELEPHONE BOOK.
5. POINT OUT THAT THE WORDS AND LETTERS ARE IN ALPHABETICAL ORDER.
6. ASK THE LEARNER TO LOCATE THE NAME OF A PERSON FROM THE TELEPHONE BOOK.

AREA OF KNOWLEDGE - COMMUNITY RESOURCES

READING SKILLS: VOCABULARY DEVELOPMENT--COMPREHENSION

DESIGNATOR: CR-6, T-5 (a)

PERFORMANCE OBJECTIVE: TO BE ABLE TO UTILIZE INFORMATIONAL ASPECTS OF THE COMMUNITY FOR LOCATING PLACES, SHOPPING, ETC.

ENABLING OBJECTIVE: TO BE ABLE TO READ AND USE VARIOUS INDEXES.

DIRECTIONS:

1. LEARN THE WORD "INDEX". TALK ABOUT INDEXES AND THE VARIOUS KINDS. FOR EXAMPLE: BOOKS, NEWSPAPER, CATALOG.

2. LOOK AT THE WANT AD INDEX FROM THE PAPER. USE WORD CARDS AND LEARN CATEGORIES INTO WHICH THE INDEX IS DIVIDED. READ EACH WORD, CALLING LETTERS INDIVIDUALLY.

WORDS (FOR WORD CARDS)

HELP WANTED	LOST AND FOUND
PART-TIME JOBS	SALE, AUTOS
MONEY TO LEND	MOTORCYCLES
WANTED TO BORROW	BICYCLES
DOGS, CATS, PETS	MOBILE HOMES FOR SALE
HORSES, CATTLE, VEHICLES	MOBILE HOME PARK
ARTICLES FOR SALE	BUSINESS OPPORTUNITIES
HOUSEHOLD GOODS	BUSINESS OPPORTUNITIES WANTED
ROOMS WITH BOARD	RADIO TELEVISION REPAIR
FURNISHED APARTMENTS	SHOE REPAIR
HOUSES FOR SALE	TRADE & TECHNICAL SCHOOL
LOTS FOR SALE	CAREER COUNSELING
DEATH	REAL ESTATE FOR SALE

CR-6, T-5 (a)

WORDS (FOR WORD CARDS)

RENTALS	DIRECTORY OF SERVICES
MERCHANDISE	BUSINESS OPPORTUNITIES
PETS AND LIVESTOCK	TRANSPORTATION
FINANCIAL	ANNOUNCEMENTS
EMPLOYMENT	INDEX
EDUCATIONAL	MOBILE HOMES

3. USE WORD CARDS AND MATCH THEM TO WORDS FROM PAPER.

4. LEARN SOME WORDS THAT ARE LISTED UNDER EACH CATEGORY FROM THE WORD CARDS.

5. LOCATE THESE ITEMS UNDER THE PROPER CATEGORIES AND MATCH THEM ON COPY OF WANT AD INDEX.

6. LET LEARNER MATCH CATEGORIES WITH TWO ITEMS TO BE FOUND WITHIN EACH CATEGORY.

CR-6, T-5 (a)

The Birmingham News
Birmingham Post-Herald
Want Ad
INDEX

Announcements

1—Deaths
3—In Memoriam
6—Card of Thanks
9—Flowers
10—Cemetery Lots
11—Monuments
12—Funeral Directors
14—Lodge Notices
16—Lost and Found
17—Personals
18—Happy Day Lines
19—Insurance

Transportation

21—Sale Autos
21A—Wanted Automobile
22—Sports, Imported Cars
22A—Wanted, Sports, Imported Cars
23—Custom, Modified Competition Cars, Equipment
23A—Antique classic collectors cars eqpt.
24—Auto Loans, Ins.
24A—Auto Parts, Repairs Painting, Accessories
24B—Automobiles for Exchange
25—Cars, Trucks Lease
26—Trucks, Trailers
27—Truck Parts, Accessories
28—Campers, Travel Trailers Equipment, Sales
29—Motor Homes
31—Airplanes
32—Aviation Sales, Service
33—Motorcycles and Bicycles

Mobile Homes

34—Mobile Homes for Sale
35—Mobile Homes for Rent
36—Mobile Home Parks
37—Mobile Home Lots
38—Mobile Home Financing

Business Opportunities

40—Business Opportunities
41—Business Opportunities Wanted

Directory of Services

45—Specialized Services
47—Termite Control
49—Burglar Protection
50—Awnings
52—Building, Contracting
53—Carpentry
56—Cement Work
57—Plumbing
58—Air Conditioning & Heating
59—Nursery, Kindergarten
61—Bookkeeping—Income Tax
62—Furnace Repairs, Cleaning
64—Lawn Mowers
65—Landscaping
66—Millinery, Dressmaking
68—Mattress Renovating
70—Moving, Trucking, Storage
72—Painting, Papering, Plastering
73—Mobile Home Service
74—Tree Service
76—Piano Tuning
78—Photographs
83—Appliance Repairs & Service
84—Carpet Cleaning
86—Radio and Television Repair
87—Roofing
90—Shoe Repairing
92—Upholstery, Draperies

Educational

93—Correspondence Courses
94—Schools, Colleges
95—Trade & Tech. Schools
96—Private Instruction
97—Preparation For Employment
98—Career Counseling

Employment

101—Help Wanted
103—Part Time Jobs
104—Domestic Help Wanted
105—Employment Agencies
106—Employment Services
117—Situations Wanted
119—Domestic Situations Wanted

Financial

123—Investments, Stocks, Bonds
125—Money to Lend
Auto Loans (See 24)
Mortgage Loans (See 260)
Mobile Home Financing (See 38)
129—Wanted to Borrow
130—Financial Consultants

Pets and Livestock

140—Dogs, Cats, Pets, Supplies, Services
142—Horses, Cattle, Vehicles
145—Poultry, Rabbits, Supplies
147—Bee Supplies
149—Wanted Livestock, Supplies

Merchandise

150—Articles for Sale
175—Garage Sales
176—Collectors Items, Stamps, Coins, Guns
177—Swaps
179—Business Equipment
180—Sailboats
181—Boats and Accessories
182—Fishing Tackle
183—Camping Equipment
184—Sporting Goods
185—Skin Diving Equipment
186—Building Materials
187—Do It Yourself
189—Cameras, Supplies
192—Farm and Dairy Products
193—Farm Implements
195—Good Things To Eat
197—Homemade Things
198—Hearing Aids
200—Household Goods
202—Antiques
203—Diamonds Watches & Jewelry
205—Machinery and Tools
207—Musical Instruments
209—Radio and Supplies
215—Television
220—Hi Fi, Stereo
222—Seeds, Plants, Trees
223—Wearing Apparel
224—Wanted to Buy
225—Auctions

Rentals

230—Rooms with Board
232—Rooms Without Board
233—Housekeeping Rooms
234—Nursing Homes
236—Vacation Places
239—Wanted Rooms and Board
240—Unfurnished Apartments
241—Furniture Rentals
242—Furnished Apartments
243—Furnished Houses
244—Houses for Rent
245—Rental Service
246—Rentals to Share
248—Wanted to Rent
250—Business Places for Rent
251—Offices and Desk Space
252—Warehouse & Storage
253—Commercial Property
254—Industrial Property
256—Farms for Rent
257—Waterfront Property
259—Rental Listings Wanted

Real Estate for Sale

260—Mortgage Loans
262—Investment Property
264—Industrial Property
266—Commercial Property
267—Investments Wanted
269—Farms and Lands
270—Wanted—Farms & Lands
271—Timber and Timber lands
273—Multiple Listings
276—Condominiums
277—Houses for Sale
281—Houses to be Built
283—Houses to be Moved
287—Real Estate Announcements
293—Lots for Sale
294—Out of State Property
295—Camp and Shore Property
296—Florida Property
298—Real Estate for Exchange
299—Wanted Real Estate
300—Auction Sales Real Estate

AREA OF KNOWLEDGE - COMMUNITY RESOURCES

READING SKILLS: VOCABULARY DEVELOPMENT

DESIGNATOR: CR-6, T-5 (b)

PERFORMANCE OBJECTIVE: TO BE ABLE TO UTILIZE INFORMATIONAL ASPECTS OF THE COMMUNITY FOR LOCATING PLACES, SHOPPING, ETC.

ENABLING OBJECTIVE: TO BE ABLE TO READ AND USE VARIOUS INDEXES.

DIRECTIONS:

1. EXPLAIN THAT THIS IS AN EXAMPLE OF A NEWSPAPER INDEX, USUALLY FOUND ON FRONT PAGE. SHOW LEARNER WITH A COMPLETE NEWSPAPER.

INSIDE

	Pages
Action Line	D11
Amusements	B2
Ann Landers	D11
Berry's World	A2
Bridge	D11
Business	D2-4
Classified	D5-10
Comics	D11
Deaths	C8
Editorials	A4
Family	D1
Patterns	D8
People and Things	A5
Sports	A9-11
Tv Today	A12
Weather Map	A2

2. LEARN THE WORDS FROM WORD CARDS. READ AND SAY EACH LETTER.

WORDS (FOR WORD CARDS)

ACTION LINE	DEATH	ANN LANDERS
BUSINESS	CLASSIFIED	FAMILY
PATTERNS	BRIDGE	BERRY'S WORLD
SPORTS	TV TODAY	PEOPLE AND THINGS
AMUSEMENTS	COMICS	EDITORIALS

CR-6, T-5 (b)

3. MATCH THESE WORD CARDS TO WORDS ON NEWSPAPER INDEX. ALPHABETIZE THESE CARDS AS IN INDEX.

4. HAVE LEARNER LOCATE THE FOLLOWING SECTIONS OF THE PAPER AND FILL IN CORRECT PAGE NUMERS.

	PAGE
TV TODAY	_____
COMICS	_____
ANN LANDERS	_____
WEATHER MAP	_____
FAMILY	_____
BERRY'S WORLD	_____
PEOPLE AND THINGS	_____
EDITORIALS	_____
ACTION LINE	_____
BUSINESS	_____
PATTERNS	_____
SPORTS	_____
AMUSEMENTS	_____
DEATHS	_____
CLASSIFIED	_____
BRIDGE	_____

5. USING A COMPLETE NEWSPAPER, USE INDEX AND LOCATE SECTIONS.

AREA OF KNOWLEDGE - COMMUNITY RESOURCES

READING SKILLS: COMPREHENSION

DESIGNATOR: CR-6, T-5 (c)

PERFORMANCE OBJECTIVE: TO BE ABLE TO UTILIZE INFORMATIONAL ASPECTS OF THE COMMUNITY FOR LOCATING PLACES, SHOPPING, ETC.

ENABLING OBJECTIVE: TO BE ABLE TO READ AND USE VARIOUS INDEXES OR DIRECTORIES (AS FOUND IN BOOKS, STORES, ETC.).

DIRECTIONS:

1. IDENTIFY THE MAJOR PARTS OF THE NEWSPAPER. LOCATE THEM IN A NEWSPAPER.

WORDS (FOR WORD CARDS)

TV SCHEDULE	SPORTS	CLASSIFIED SECTION
INDEX	OBITUARY	LETTERS TO THE EDITOR

2. EXAMPLES FROM THE NEWSPAPER.

The Birmingham News

WANT ADS

Sun., June 15, 1975 —B-17

SECTION 2 OF 2 SECTIONS

CLASSIFIED SECTION

Deaths & Funerals

OBITUARY

VOICE OF THE PEOPLE

LETTERS FROM NEWS READERS

LETTERS TO THE EDITOR

TV Picture at a glance

6—WBRC-TV—ABC
10—WBIQ-TV—Educational TV
13—WAPI-TV—NBC
42—WBMG-TV—CBS

ETV simulcast on Channels 7, 2, 42, 25 and 26
(R)—Denotes reruns
The television stations whose programs are listed below frequently make last minute changes in their programming. The News cannot be responsible for reporting these changes in advance. The listing below is based on information provided by each of the stations.

TV SCHEDULE

AREA OF KNOWLEDGE - COMMUNITY RESOURCES

READING SKILLS: STUDY SKILLS

DESIGNATOR: CR-6, T-5 (d)

PERFORMANCE OBJECTIVE: TO BE ABLE TO UTILIZE INFORMATIONAL ASPECTS OF THE COMMUNITY FOR LOCATING PLACES, SHOPPING ETC.

ENABLING OBJECTIVE: TO BE ABLE TO READ AND USE INDEXES OR DIRECTORIES (AS FOUND IN BOOKS, STORES, ETC.).

DIRECTIONS: HAVE THE LEARNER LOCATE THE FOLLOWING IN THE NEWSPAPER:

1. WHETHER YOUR FAVORITE BASEBALL TEAM WON OR LOST.
2. A LIST OF APARTMENTS FOR RENT.
3. WHAT MOVIES ARE PLAYING.
4. TV SCHEDULE
5. A LIST OF AVAILABLE JOBS.
6. WHAT FOOD ITEMS ARE ON SALE AT THE GROCERY STORE.

AREA OF KNOWLEDGE - COMMUNITY RESOURCES

READING SKILLS: VOCABULARY DEVELOPMENT

DESIGNATOR: CR ST-1, T-1

PERFORMANCE OBJECTIVE: TO BUILD AN ORAL AND WRITTEN VOCABULARY OF TRANSPORTATION TERMS.

ENABLING OBJECTIVE: TO LEARN TO READ AND USE TRANSPORTATION-RELATED WORDS.

DIRECTIONS:

1. LEARN TRANSPORTATION WORDS FROM WORD CARDS. PRONOUNCE EACH WORD CORRECTLY. THEN ORALLY PRONOUNCE EACH LETTER OF THE WORD.

TRANSPORTATION WORDS (FOR WORD CARDS)

CAR	TRAIN	SIDEWALK	STOP
BUS	TICKET	RAILROAD TRACKS	CAUTION
TRUCK	ROAD	MPH (MILES PER HOUR)	EXIT
MAP	HIGHWAY	ONE-WAY	WALK
FARE	SIGN	YIELD	STREET

2. VERBALLY DISCUSS MEANING OF EACH TERM.

3. USING WORD CARDS, MATCH TO WORDS IN SENTENCES.

   A. THE MAN IS DRIVING THE CAR ON THE HIGHWAY.

   B. WHAT IS THE COST OF BUS FARE?

   C. THE TRUCK DRIVER MUST USE A MAP TO FIND HIS WAY.

   D. THE TRAIN JUMPED OFF THE RAILROAD TRACKS.

   E. YOU MUST HAVE A TICKET TO RIDE A BUS.

   F. THE ROAD SIGN SAYS YIELD.

   G. FIFTY-FIVE MILES PER HOUR IS THE SPEED LIMIT ON THE HIGHWAY.

H. ONE-WAY STREETS HELP THE TRAFFIC FLOW BETTER.

I. WALK WITH CAUTION ALONG A BUSY STREET.

J. THE STOP SIGN IS ALWAYS RED.

4. READ ALL SENTENCES AND DISCUSS EACH.

5. AID LEARNER IN MAKING A SENTENCE EITHER VERBALLY OR IN WRITING WITH EACH WORD.

AREA OF KNOWLEDGE - COMMUNITY RESOURCES

READING SKILLS: WORD ATTACK--VOCABULARY DEVELOPMENT

DESIGNATOR: CR ST-1, T-2

PERFORMANCE OBJECTIVE: TO BUILD AN ORAL AND WRITTEN VOCABULARY OF TRANSPORTATION TERMS.

ENABLING OBJECTIVE: TO LEARN TO RECOGNIZE AND WRITE TRANSPORTATION-RELATED WORDS.

DIRECTIONS:

1. READ ALL THE TRANSPORTATION WORDS UNDER EXERCISE 2.
2. DRAW A LINE CONNECTING THE MATCHING WORDS IN THE TWO COLUMNS.

CAR	TICKET
BUS	HIGHWAY
TRUCK	SIGN
MAP	TRAIN
FARE	RAILROAD TRACKS
TRAIN	BUS
TICKET	CAR
ROAD	SIDEWALK
HIGHWAY	MAP
SIGN	ROAD
SIDEWALK	FARE
RAILROAD TRACKS	TRUCK

CR ST-1, T-2

ONE-WAY	STREET
YIELD	WALK
STOP	YIELD
CAUTION	STOP
EXIT	ONE-WAY
MPH (MILES PER HOUR)	CAUTION
WALK	MPH (MILES PER HOUR)
STREET	EXIT

3. HAVE LEARNER FILL IN MISSING LETTERS. PRONOUNCE EACH WORD.

A. C__R _____	K. SIDEW__LK _____
B. BU__ _____	L. RA__LROAD _____
C. TR__CK _____	M. ONE-W__Y _____
D. M__P _____	N. Y__ELD _____
E. FA__E _____	O. ST__P _____
F. TRA__N _____	P. C__UTION _____
G. TICK__T _____	Q. EX__T _____
H. R__AD _____	R. M__H (MILES PER HOUR) _____
I. HIG__WAY _____	S. W__LK _____
J. S__GN _____	T. STRE__T _____

4. LEARNER WILL WRITE THE COMPLETE WORD IN THE BLANK.

AREA OF KNOWLEDGE - COMMUNITY RESOURCES

READING SKILLS: PRE-READING--VOCABULARY DEVELOPMENT

DESIGNATOR: CR ST-2, T-3 (a)

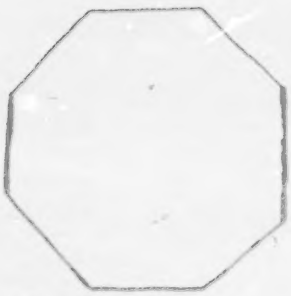
PERFORMANCE OBJECTIVE: TO BE ABLE TO RECOGNIZE AND UTILIZE SIGNS RELATED TO TRANSPORTATION NEEDS.

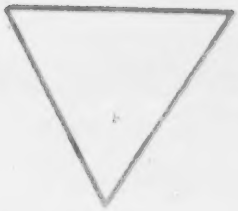
ENABLING OBJECTIVE: TO RECOGNIZE AND UNDERSTAND SAFETY SIGNS AND SIGNALS.

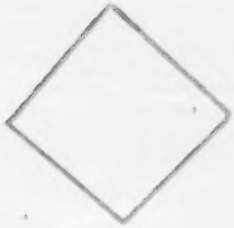
DIRECTIONS:

1. GO OVER SIGNS, NOTING SHAPES.
2. READ INFORMATION ON MEANING OF SHAPES.
3. LOCATE A SIGN OF EACH SHAPE.
4. COMPLETE EXERCISE ON SHAPES OF SIGNS.

WRITE THE NAME OF A SIGN WHICH IS OF THE SAME SHAPE AS EACH OF THESE SHAPES.







CR ST-2, T-3 (a)

SHAPES OF SIGNS

DIAMOND
WARNING SIGNS

PENNANT
NO PASSING

RECTANGULAR

TRAFFIC
REGULATION

PENTAGON

SCHOOL

OCTAGON
STOP

INVERTED
TRIANGLE

YIELD

CR ST-2, T-3 (a)

STOP
DIVIDED HIGHWAY
NO LEFT TURN
NO RIGHT TURN
KEEP RIGHT
TWO WAY TRAFFIC
DO NOT ENTER
SPEED LIMIT 50
SIGNAL AHEAD
CAMPING
HOSPITAL
CAMPING
PED XING
SLIPPERY WHEN WET
CATTLE XING
DEER XING
FARM MACHINERY

AREA OF KNOWLEDGE - COMMUNITY RESOURCES

READING SKILLS: PRE-READING--VOCABULARY DEVELOPMENT

DESIGNATOR: CR ST-2, T-3 (b)

PERFORMANCE OBJECTIVE: TO BE ABLE TO RECOGNIZE AND UTILIZE SIGNS RELATED TO TRANSPORTATION NEEDS.

ENABLING OBJECTIVE: TO RECOGNIZE AND UNDERSTAND SAFETY SIGNS AND SIGNALS.

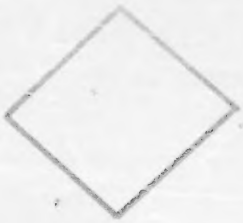
DIRECTIONS:

1. LEARN TO READ SIGNS AND THEIR COLOR FROM INFORMATION SHEET.
2. LEARN THE MEANING OF CERTAIN COLORS OF SIGNS.
3. USING VARIOUS COLOR SQUARES, MATCH THEM TO CORRECT SIGNS ON INFORMATION SHEET. READ WORDS OF COLOR ON EACH SQUARE.

WORDS (FOR WORD CARDS)

BLUE	YELLOW	BLACK ON WHITE
ORANGE	BROWN	GREEN

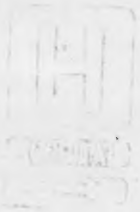
4. ASK LEARNER TO WRITE CORRECT COLOR FOR EACH SIGN ON BLANKS.



CR ST-2, T-3 (b)

STOP OR NO

RED



SERVICES

BLUE

CONSTRUCTION

ORANGE

DIRECTIONS

GREEN

WARNING

YELLOW

REGULATIONS

BLACK ON WHITE

PUBLIC RECREATION

BROWN

AREA OF KNOWLEDGE - COMMUNITY RESOURCES

READING SKILLS: VOCABULARY DEVELOPMENT--COMPREHENSION

DESIGNATOR: CR ST -5, T-4 (a)

PERFORMANCE OBJECTIVE: TO LEARN THE USE OF MAPS RELATING TO TRAVEL NEEDS.

ENABLING OBJECTIVE: TO LEARN BASIC DIRECTIONAL WORDS.

DIRECTIONS:

1. LEARN TO READ THESE DIRECTIONAL TERMS FROM WORD CARDS. SAY EACH LETTER.

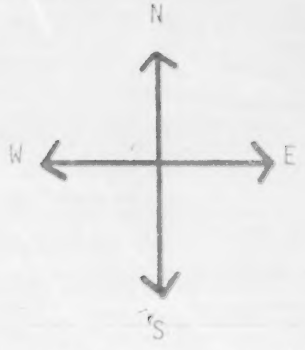
WORDS (FOR WORD CARDS)

RIGHT	NORTHWEST (NW)	SOUTH (S)
LEFT	NORTHEAST (NE)	NORTH (N)
SOUTHWEST (SW)	WEST (W)	
SOUTHEAST (SE)	EAST (E)	

2. LEARN THE ABBREVIATIONS FOR EACH WORD.
3. MATCH THE WORD CARDS TO LIST OF DIRECTIONAL TERMS.

DIRECTIONAL TERMS

A. NORTH (N)	F. NORTHEAST (NE)
B. SOUTH (S)	G. SOUTHEAST (SE)
C. EAST (E)	H. SOUTHWEST (SW)
D. WEST (W)	I. RIGHT
E. NORTHWEST (NW)	J. LEFT



4. POINT TO N, S, E, & W FROM WHERE LEARNER IS AT PRESENT.

AREA OF KNOWLEDGE - COMMUNITY RESOURCES

READING SKILLS: VOCABULARY DEVELOPMENT--COMPREHENSION

DESIGNATOR: CR ST-5, T-4 (b)

PERFORMANCE OBJECTIVE: TO LEARN THE USE OF MAPS RELATING TO TRAVEL NEEDS.

ENABLING OBJECTIVE: TO LEARN TO READ A SIMPLE MAP.

DIRECTIONS:

1. LEARN THE WORDS AND ABBREVIATIONS ON WORD CARDS RELATED TO THIS MAP.

WORDS (FOR WORD CARDS)

STREET (ST.)	SIXTH (6TH)	STATE	NORTH (N)
PARK	FIFTH (5TH)	HOUSE	CHURCH
SOUTH (S)	PINE	NORTHEAST (NE)	MAP
AVENUE (AVE.)			

2. MATCH WORD CARDS TO WORDS ON MAP.
3. ANSWER QUESTIONS AND FILL IN THE BLANKS.

CR ST-5, T-4 (b)

THE STREETS THAT RUN EAST AND WEST ON THIS MAP ARE _____

_____

THE STREETS THAT RUN NORTH AND SOUTH ON THIS MAP ARE _____

_____

DRAW A LITTLE SQUARE TO SHOW A HOUSE ON THE NORTHEAST CORNER OF FIFTH AVE. AND STATE ST.

THERE IS A CHURCH ON STATE ST. BETWEEN FIFTH AVENUE AND SIXTH AVE. IT IS ON THE NORTH SIDE OF THE STREET. DRAW A CROSS (+) WHERE THE CHURCH WOULD BE.

AREA OF KNOWLEDGE - COMMUNITY RESOURCES

READING SKILLS: VOCABULARY DEVELOPMENT--COMPREHENSION

DESIGNATOR: CR ST-5, T-4 (c)

PERFORMANCE OBJECTIVE: TO LEARN THE USE OF MAPS RELATING TO TRAVEL NEEDS.

ENABLING OBJECTIVE: TO LEARN TO READ A SIMPLE MAP.

DIRECTIONS:

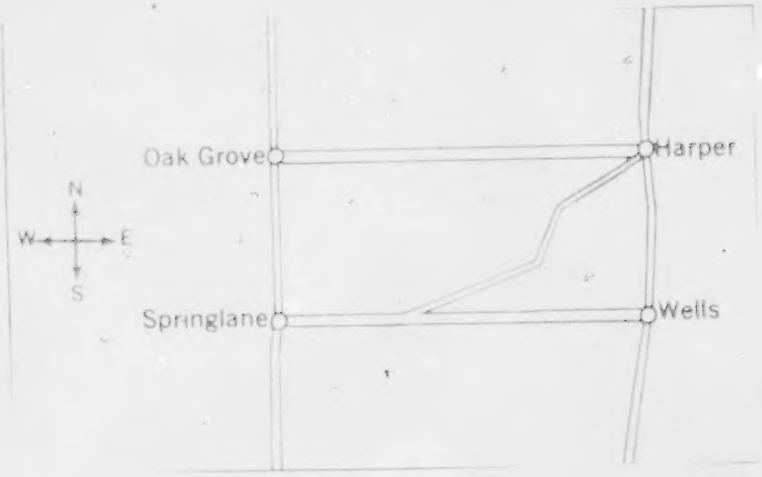
1. LEARN MAP WORDS FROM WORD CARDS.

WORDS (FOR WORD CARDS)

OAK GROVE	WEST (W)	SOUTH (S)
WELLS	NORTH (N)	MAP
HARPER	EAST (E)	

2. MATCH THESE WORDS TO WORDS ON EXERCISE SHEET.
3. FILL IN THE BLANKS ON EXERCISE SHEET.

CR ST-5, T-4 (c)



WHAT DOES N STAND FOR _____?

WHAT DOES E STAND FOR _____?

WHAT DOES S STAND FOR _____?

WHAT DOES W STAND FOR _____?

WHERE IS NORTH SHOWN ON THE MAP?

AT THE _____

WHERE IS SOUTH SHOWN ON THE MAP?

AT THE _____

WHERE IS EAST SHOWN ON THE MAP?

AT THE _____SIDE

WHERE IS WEST SHOWN ON THE MAP?

AT THE _____ SIDE

ON THE MAP, IS HARPER NORTH OF WELLS OR SOUTH OF WELLS? _____

WHICH TOWN IS FURTHER EAST, OAK GROVE OR HARPER?_____

AREA OF KNOWLEDGE - COMMUNITY RESOURCES

READING SKILLS: VOCABULARY DEVELOPMENT--COMPREHENSION

DESIGNATOR: CR ST-7, T-1

PERFORMANCE OBJECTIVE: TO REQUEST INFORMATION ON AND MAKE VERBAL AND WRITTEN TRAVEL AND OVERNIGHT ACCOMMODATIONS/RESERVATIONS.

ENABLING OBJECTIVE: TO LEARN HOW TO MAKE BUS RESERVATIONS.

DIRECTIONS:

1. LEARN WORD CARDS RELATED TO BUS TRAVEL.

WORDS (FOR WORD CARDS)

15	11:30 P.M.	STREET
MINUTES	COST	TRIP
CHANGE	STOP	5:30 P.M.
TICKET	SCHEDULE	$7.50
HOUR	[illegible]	[illegible]
TELEPHONE	[illegible]	[illegible]
MOBILE	[illegible]	

2. GO OVER LIST OF THINGS TO COVER WHEN MAKING BUS RESERVATIONS.

QUESTIONS TO ASK WHEN YOU MAKE BUS RESERVATIONS

A. TELL WHERE YOU ARE GOING.

B. TELL WHAT TIME YOU WANT TO LEAVE.

C. ASK WHAT TIME YOU WILL GET THERE.

D. ASK ABOUT CHANGING BUSES.

E. ASK ABOUT NUMBER AND LENGTH OF STOPS.

F. ASK ABOUT COST.

G. SHOULD I CARRY FOOD?

H. WHERE DO YOU PICK UP THE TICKET?

I. GIVE YOUR COMPLETE NAME, ADDRESS AND TELEPHONE NUMBER.

3. MATCH THESE WORD CARDS TO WORDS IN STORY ABOUT MR. JONES'S BUS TRIP.

4. READ STORY OF MR. JONES'S BUS TRIP.

5. LEARNER WILL ANSWER QUESTIONS ABOUT MR. JONES'S TRIP.

6. HAVE LEARNER MAKE UP STORY ABOUT A TRIP THEY WANT TO TAKE.

MR. JONES WANTED TO TAKE A BUS TRIP TO MOBILE. HE WANTED TO LEAVE AT 5:30 P.M. HE CHECKED WITH THE BUS STATION AND FOUND THAT HE COULD LEAVE FOR MOBILE AT 5:30 P.M. AND WOULD GET THERE AT 11:30 P.M. HIS TICKET WOULD COST HIM $7.50. IF HE WANTED TO EAT SUPPER, HE HAD TO CARRY IT WITH HIM. THE BUS WOULD ONLY STOP ONE TIME IN GREENVILLE FOR 15 MINUTES. HE WOULD NOT HAVE TO CHANGE BUSES. HE WOULD RIDE THE SAME BUS ALL THE WAY. MR. JONES MUST PAY FOR AND PICK UP HIS TICKET ONE HOUR BEFORE HE LEAVES. IN CASE THERE IS A SUDDEN CHANGE IN THE BUS SCHEDULE, MR. BOB JONES CAN BE CONTACTED AT 2101 PINE STREET OR BY TELEPHONE AT 126-4524.

ANSWER THE FOLLOWING QUESTIONS ABOUT MR. JONES'S BUS TRIP

A. WHERE WAS MR. JONES GOING?_____(MOBILE)

B. WHAT TIME DID MR. JONES LEAVE?_____(5:30 P.M.)

C. WHAT TIME WOULD MR. JONES GET THERE?_____(11:30 P.M.)

D. DID MR. JONES HAVE TO CHANGE BUSES?_____(NO)

E. HOW MANY TIMES DID MR. JONES'S BUS STOP?_____(ONE)

FOR HOW LONG?_____(15 MINUTES)

F. HOW MUCH DOES MR. JONES HAVE TO PAY FOR HIS TICKET?_____($7.50)

G. SHOULD MR. JONES CARRY HIS FOOD?_____(YES)

H. WHEN DOES MR. JONES PICK UP HIS TICKET? _____(4:30 P.M.)

I. DOES MR. JONES HAVE TO GIVE HIS COMPLETE NAME AND ADDRESS?

_____(YES)

RESOURCE MATERIALS

AREA OF KNOWLEDGE - COMMUNITY RESOURCES

American Bankers Association, 1120 Connecticut Avenue, N.W., Washington, D.C. 20036. Will provide a list of free films and booklets dealing with banking careers, money management, etc.

American Insurance Association, Engineering and Safety Department, 120 South LaSalle Street, Chicago, Illinois 60603. Various free booklets concerning fire prevention.

Job Bank Number - Alabama State Employment Service - Toll Free. 1-800-392-5653.

South Central Bell, Public Relations Department, 126 Church Street, Montgomery, Alabama. Free films, illustrated talks, booklets, tours, teaching aids.

State Farm Mutual Insurance Company, Bloomington, Illinois 61701. State Farm Film Loan Library. Will send a list of available films, covering a wide range of subjects.

Listed below are some free materials that can be obtained by writing to: State of Alabama, Department of Public Safety, P. O. Box 1511, Montgomery, Alabama 36102.

YOUR DRIVING HANDBOOK. A summary of rules for safe driving.

AVOID REAR END COLLISIONS. Rules for accident-free driving.

CAN YOU STOP YOUR CAR? This card will show you the total stopping distance needed at various speeds, under ideal driving conditions.

ALSO describes the road signs, their shapes and meaning.

DEFENSIVE DRIVING TACTICS.

HOW THE HOMEOWNER CAN PREVENT CRIME.

WHAT EVERY ALABAMA DRIVER SHOULD KNOW. Describes the uniform system that determines when the driver's license of a person shall be suspended.

THE JUDGE WANTS YOU. A brief digest of the requirements of law, common sense, and good citizenship. What every driver should know.

SCHOOL BUS PASSING RULES.

FINGERTIP FACTS FOR WOMEN ALONE.

SCHOOL BUS SAFETY IS YOUR RESPONSIBILITY.

ALABAMA RULES OF THE ROAD. A quick review of the principal Rules of the Road by putting them into action on an imaginary journey between a village and a nearby city.

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